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KINDERGARTENS IN THE UNITED STATES

STATISTICS AND PRESENT PROBLEMS



WASHINGTON
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1914



"FOLLOW MY LEADER"

This rhythmic march gives to every child the pleasure of being led by a leader.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,

BUREAU OF EDUCATION,

Washington, October 20, 1913.

SIR: The interest in the kindergarten for young children has, within the last 25 years, extended to all parts of our country. In a large proportion of our cities and towns the kindergarten has become recognized as an important part of the public-school system. Within the decade from 1902 to 1912 the number of kindergartens in the United States increased from 3,244 to 7,557, and the number of children enrolled in those reporting to this bureau increased from 205,432 to 353,546, a gain of 133 per cent in the number of kindergartens and of 72 per cent in the number of enrolled children reported. The proportion of kindergartens supported by public-school funds as a part of the public-school system has increased very rapidly in recent years, the number of public kindergartens for 1912 being 6,563, or 87 per cent of the total, and the number of children enrolled in these public kindergartens being 301,327, or 88 per cent of the total number of enrolled children reported. The total number of kindergarten teachers reported in 1912 was 8,856.

A form of education so widespread as this, and enlisting the services of so many people, deserves careful and thorough investigation by this bureau, and such investigation it hopes to be able to make some time soon. In the meantime, I recommend that the accompanying manuscript, containing Kindergarten statistics for the year ended June 30, 1912, and the carefully prepared opinions of the large number of people whose experience makes their opinion on this subject valuable, be published as a bulletin of the Bureau of Education for distribution among school officials, kindergartners, and others directly interested in the subject.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

KINDERGARTENS IN THE UNITED STATES.

I. INTRODUCTION.

The survey of the status of kindergartens in the United States for the school year 1911-12 was made with the idea of gathering together quantitative facts. The question-forms, therefore, asked chiefly for returns in figures, and these will be found summarized and tabulated in the statistical section of this bulletin. Figures are significant if read back into the setting from which they were taken, and interpreted in relation to their context; they are rich material to one who makes a rich use of them, but void otherwise. The statistics given in Section II should accordingly be read with direct reference to the material presented in the other sections, particularly the opinions of superintendents, primary supervisors, and grade teachers in different cities.

It is interesting to note the numerical extension of public kindergartens and all other kinds of kindergartens at the close of June, 1912, particularly in comparison with the figures obtained by the Bureau of Education in 1902, and published in the Commissioner's Report for that year. These figures showed a total of 3,244 kindergartens, with an enrollment of 205,432 children. The census of 1900 gave a population of 3,639,583 children between 4 and 6 years of age, so that a little more than 5 per cent of the children between the ages of 4 and 6 were receiving kindergarten training in 1902. Ten years of growth resulted in 7,557 kindergartens with an enrollment of 353,546 children. The census of 1910 gives a population of 4,150,315 children between 4 and 6 years of age. In 1912, therefore, approximately 9 per cent of the children of kindergarten age were in kindergartens.

This sort of computation, however, is akin to standing a little child against the kitchen door and measuring his height every six months, and letting him triumphantly view the new scratch which shows how he is "growing." But no series of ascending scratches can record the development of the little child's mind and power. The kitchen-door measurements are obvious and tangible, but significant only when taken in connection with the evidences of increasing intelligence and power of adjustment.

In like manner, the tables of statistics presented are not an end in themselves, but a means to an end, and the purpose of the Bureau of Education is to use the numerical survey as a point of vantage from which to carry on constructive work for more kindergartens and better kindergarten training schools, better quality of teachers, and better organization of the kindergarten as a necessary part of the system of public education.

That much constructive work must be done is a truism which impresses itself with increasing strength upon those who watch the signs of the times. The steady advance of kindergartens and of the kindergarten idea which is permeating the grades is an element which requires careful consideration and handling. The child of kindergarten age is so young, so impressionable, so incapable of defending himself against the faulty words and actions and mental attitudes of teacher, that means must be devised to eliminate or at least diminish the number of faulty teachers. Standards of requirements as to personality and academic and professional training must be raised and maintained, for the surest guarantee of the extension of kindergartens is good work done by good teachers. Any other method is fictitious, or has a merely inflated value.

City superintendents, in response to inquiries as to the value of the kindergarten as part of the public-school system, make it plain that both the quantitative and qualitative success of the kindergarten is due to the excellence of the teacher. Furthermore, a particular training school is sometimes mentioned as maintaining standards which are regarded as an assurance of excellent quality of work on the part of its graduates.

While the question-form employed in conducting this survey asked chiefly for numbers, and the replies came back in terms of numbers, they were freighted in many cases with unintended revelations. From the intended, as well as from the unintended, responses may be drawn several conclusions or at least tentative inferences. A casual glance at the tables of statistics will show the facts about kindergartens in so far as those facts are uniform and capable of being reduced to columns. The location, the number of persons involved either as teachers or taught, the sums of money expended, all these items tell a tale of conformity to certain practices. They reveal the distribution of the expected factors.

It is in the nonconforming details that the unexpected factors come to light and present variations in organization and practice. These variations make some real contributions to the kindergarten situation as a whole; they testify to the flexibility of the kindergarten and to the truth that, though principles remain eternally fixed, they must be adapted to the peculiar needs of particular communities and groups of children.

In the first place the many varieties of types of kindergartens are noteworthy:

- (a) Kindergartens that are part of the public-school system.
- (b) Kindergartens in parochial schools (Roman Catholic and German Lutheran).
- (c) Kindergartens supported partly by a local kindergarten association and partly by the board of education.
- (d) Kindergartens supported entirely by donations made through a local kindergarten association.
- (e) Kindergartens supported by a church as part of its missionary activities.
- (f) Kindergartens maintained as part of social settlement schemes.
- (g) Kindergartens maintained by manufacturers and mill owners as part of their social welfare work.
- (h) Kindergartens maintained in orphanages and day nurseries.
- (i) Kindergartens maintained in schools for physical defectives, for mental defectives, or subnormal children.
- (j) Private kindergartens either as part of a private school or as a separate institution.
- (k) Kindergartens in universities and colleges which give courses in science of education, and in State normal schools. In these kindergartens, which may be regarded as laboratories, the students in training have opportunities for observation and practice teaching.

In the foregoing classification may be traced the historical development of kindergartens in our country. First, there were private kindergartens, regarded as more or less of a luxury for the children of well-to-do people. Next, good men and women began to provide "charity" kindergartens for the poor and neglected children; churches, settlements, kindergarten associations, and mill owners gave and continue to give glad and generous support to such kindergartens. Third, as a direct outgrowth of the work of the kindergarten associations, there have evolved training schools for young women, established primarily to fill an immediate need, and continued since because they have become their own excuse for being. Fourth, the State legislature has been induced to pass a bill making it legal to institute public-school kindergartens. Fifth, local boards of education have partially, then entirely, taken over the care and education of little children. And sixth, the State and city normal schools have incorporated the kindergarten training schools, making them into a regularly integrated department.

Thus the path of progress has been from private philanthropy toward a broader sense of social relationships, which realizes that the State should be the true nurturing agency; that a country like America, in which the ideals of democracy obtain, should, of all

countries, be the one to provide for every stage of education from babyhood up.

Thus, too, it will be seen that the nurturing, maternal aspect of education is stressed in the kindergarten, and its flexibility in the direction of teaching after a motherly fashion is evidenced by its adoption into day nurseries, orphanages, schools for physical and mental defectives, etc. In other words, wherever a child is so circumstanced that he is living a fraction of a life, the kindergarten is needed to supply some of the missing portion. No wonder then that mother-hearted women are always behind the formation of associations and clubs and boards whose aim it is to extend kindergartens.

On the other hand, the scientific aspect of kindergarten education is strongly accented in what may be termed "laboratory" kindergartens, which are maintained in connection with normal schools and colleges and universities in which the science of education is part of the curriculum. The child-study phase of psychology has turned the attention of educators increasingly to the necessity of providing opportunities for first-hand experiences with children. In "laboratory" kindergartens, students of education may observe and then do practice-teaching, and thus learn how to interpret with scientific care significant expressions on the part of the children.

Between these two well-marked functions of kindergarten education, the nurturing and the scientific, the public school kindergarten stands as a mediating element, in which it is sought to provide for the children of the people the best kind of nurturing and scientific care, to give them the best kind of physical, mental, social, and spiritual training. According to the special needs of the particular localities in which the kindergartens are established, emphasis is placed on one or more of the phases of the training. But perhaps the most noticeable current in public-school kindergarten practice is in the direction of blending kindergarten and primary-grade work. A careful study of the footnotes to the statistical tables makes it plain that the problem is a very real one.

It is in the very nature of things that the public school should tend to mold whatever it adopts out of life into a uniform cast. The kindergarten offers resistance to such molding, and yet its supporters wish it to belong to the system of public education, belong in reality as well as in name. To preserve the distinctive character which glorifies the kindergarten without allowing that distinctiveness to isolate it is the difficult task.

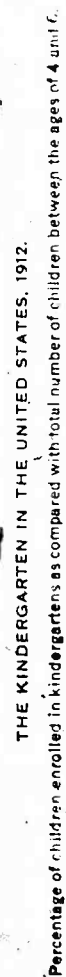
The grades are conscious of the liberating influence which has emanated from the kindergarten; at the same time the first grade particularly calls earnestly to the kindergarten to help make adjustments which will do away with the abrupt change the child feels in passing from the free atmosphere of the one into the more circumscribed

surroundings of the other. Evidence is not wanting that such adjustments are in the making. For instance, in some school communities the number of elementary grades is nine instead of the customary eight, made so by a subprimary class which is a mixture of kindergarten and first-grade work and which admits children at five years of age. In other communities the two sessions-a-day practice prevails; in some cases the same children attend both morning and afternoon sessions, having "pure" kindergarten work in the morning and "beginning" first-grade work in the afternoon; or, again, the kindergarten children are divided into two groups, A and B; in the morning A and B both attend and have pure kindergarten; in the afternoon group B only will return for first-grade work.

In some cities the kindergarten is arranged on a basis of semiannual promotions, and the children spend the first twenty weeks of the year in kindergarten and the last term in first-grade preparatory work. In some places the age at which the children must leave kindergarten is fixed at 6 or 7 but in the majority of cases it will be noticed that no rigid ruling is made, the degree of development of the individual child being the determining factor in his promotion from kindergarten to first grade. This is as it should be, although there is danger that through misplaced sentiment on the part of the teacher or mother a child may sometimes be retained in the kindergarten longer than is right and wholesome.

The increasing number of two-session-a-day kindergartens in city public-school systems is working many changes in the distribution of the kindergarten teacher's time. Where a morning session only is the rule, the teacher usually spends her afternoon visiting the homes of her children, holding mothers' meetings, and attending classes for further study and self-improvement. Her opportunities for widening and enriching her experiences are plentiful. Where the double-session rule prevails, nearly all her time is bestowed directly on the children, and she is thus enabled to give herself to twice as many little people as she could touch under the former arrangement, while her social and neighborhood work is given over more and more to medical inspectors, school nurses, mothers' clubs, and parent-teacher associations. It is still an open question as to how the gain and loss will balance up. One city that has tried two sessions as an experiment is returning to one session.

Those who are watching the trend of school practice can not yet decide whether the kindergarten teacher stands in peril of losing just that quality which has been so potent a factor in modifying school theory and school practice. That quality, not easily described, grows out of the motherly, nurturing character of the kindergarten's work. It is not "an artificial pose of motherhood," but a genuine necessary element of the teaching relationship, lacking which all



teaching becomes flat, dull, inert. Scientific it may be, but it fails to be humanized.

There are three large organizations in the country whose members seek to preserve and extend the essential spirit of the genuine kindergarten—the International Kindergarten Union, the National Congress of Mothers, and the National Kindergarten Association.

The International Kindergarten Union has for 20 years not only guarded carefully the standards of good work, but has advanced those standards toward higher and still higher levels. The International Kindergarten Union endeavors to see to it that the kindergarten training schools try to interest an increasingly better type of young womanhood in the vocation of kindergarten teaching, on the sound principle that in the the next period of growth everything will depend upon the character of the young women who go into new localities and represent the kindergarten; that these kindergartners must be fair and strong, full of the spirit of sacrifice and service, and at the same time possessed of excellent scholarship and a clear idea of their institutional obligations. In the successive conventions of the International Kindergarten Union the various new phases of child education are brought forward for consideration, and the discussions are carried on in a spirit of frankness and open-mindedness. As might be expected, the educational system of Dr. Montessori is receiving most thoughtful attention on the part of this body of educators, and experiments in comparing Froebelian with Montessori practices have been undertaken in several quarters. The prevailing opinion seems to be that some of the Italian system can be dovetailed into the kindergarten with distinct advantage to the children.

The National Congress of Mothers is another organization which is active in fostering the growth of kindergartens. In former days the kindergarten teacher never rested until she brought into being a mothers' meeting and by this means joined the hands of the home and the school. In these latter days the converse is taking place, and the mothers' club or parent-teacher association works ardently for the establishment of kindergartens, often undertaking to support one or more in a city until the board of education is sufficiently convinced of the value of kindergarten training to make it part of the public-school system. In this and in many other ways organized motherhood is doing genuinely creative educational work, and in its affiliations with kindred bodies of social-welfare workers a mighty force is generated that in due course of time will remove mountains of ignorance and negligence.

The National Kindergarten Association is the most recently formed of the three organizations. Its main purpose is to stimulate public interest and activity so that they will result in adequate provision for kindergarten training for every little child of the Nation. In

other words, the association is an instrument of propaganda, and during the four years of its existence has accomplished a great deal. New lines of extension have been undertaken which are leading directly not merely to more kindergartens, but also to more efficient kindergartens.

The National Kindergarten Association is cooperating with the United States Commissioner of Education in conducting the kindergarten division of the Bureau of Education at Washington. Miss Myra M. Winchester, educational director of the association, and Miss Bessie Locke, corresponding secretary, have been appointed special collaborators of the Bureau of Education. Miss Winchester is in charge of the office in Washington and Miss Locke cooperates from the office of the association in New York.

Number of children enrolled in kindergartens per thousand of the population between 4 and 6 years of age in 1912.

1. New Jersey—278.
2. District of Columbia—225.
3. New York—234.
4. Wisconsin—234.
5. Connecticut—221.
6. Rhode Island—213.
7. Michigan—197.
8. Colorado—154.
9. Massachusetts—132.
10. Utah—132.
11. California—129.
12. Missouri—109.
13. Nebraska—108.
14. Minnesota—97.
15. Ohio—89.
16. Indiana—88.
17. Iowa—78.
18. New Hampshire—66.
19. Nevada—63.
20. Pennsylvania—55.
21. Maine—50.
22. Louisiana—45.
23. Arizona—40.
24. Maryland—39.
25. Illinois—37.
26. Delaware—36.
27. Kentucky—35.
28. Vermont—33.
29. Oklahoma—31.
30. Florida—26.
31. Georgia—24.
32. South Dakota—22.
33. Kansas—19.
34. South Carolina—18.
35. Alabama—18.
36. Wyoming—17.
37. Tennessee—16.
38. Texas—16.
39. Virginia—15.
40. Washington—14.
41. Idaho—13.
42. Mississippi—12.
43. New Mexico—12.
44. North Dakota—10.
45. Montana—8.
46. North Carolina—7.
47. Arkansas—3.
48. Oregon—2.
49. West Virginia—1.

II. STATISTICS.

TABLE 1.—Summary of statistics of public kindergartens for year ended June 30, 1912.¹

States.	Cities having public kindergartens.	Number of kindergartens.	Number of children enrolled.	Average daily attendance.	Number of teachers.
United States.....	867	6,563	301,327	180,500	7,391
North Atlantic Division.....	311	3,108	155,908	91,010	3,558
North Central Division.....	454	2,780	108,187	69,118	2,851
South Atlantic Division.....	21	146	7,365	4,568	260
South Central Division.....	32	216	10,496	6,237	278
Western Division.....	49	313	19,371	9,627	444
North Atlantic Division:					
Maine.....	9	29	1,349	863	50
New Hampshire.....	9	30	1,086	776	48
Vermont.....	5	13	404	299	19
Massachusetts.....	35	345	17,726	11,115	564
Rhode Island.....	6	93	4,555	2,306	98
Connecticut.....	32	224	8,161	5,873	269
New York.....	111	1,420	18,689	40,677	1,494
New Jersey.....	87	542	29,004	17,740	528
Pennsylvania.....	17	412	14,874	11,361	496
North Central Division:					
Ohio.....	27	374	16,269	11,160	392
Indiana.....	22	137	6,041	3,704	145
Illinois.....	24	459	4,635	3,442	396
Michigan.....	119	510	22,697	13,961	545
Wisconsin.....	113	505	22,016	13,849	465
Minnesota.....	37	218	7,851	6,003	198
Iowa.....	52	205	7,113	5,021	190
Missouri.....	7	202	13,872	7,208	349
North Dakota.....	3	3	92	72	3
South Dakota.....	1	4	194	89	4
Nebraska.....	35	133	5,448	3,770	137
Kansas.....	14	30	1,049	779	27
South Atlantic Division:					
Delaware.....	1	1	40	24	1
Maryland.....	2	23	1,282	712	47
District of Columbia.....	1	72	3,435	2,131	137
Virginia.....	3	18	834	531	25
West Virginia.....					
North Carolina.....	2	6	428	198	12
South Carolina.....	1	1	60	45	1
Georgia.....	6	19	901	654	27
Florida.....	5	6	385	273	10
South Central Division:					
Kentucky.....	5	55	3,287	1,793	65
Tennessee.....	1	3	190	165	4
Alabama.....	4	27	1,015	686	36
Mississippi.....	7	13	534	409	14
Louisiana.....	6	45	2,789	1,399	105
Texas.....	3	13	577	323	13
Arkansas.....	1	1	62	55	1
Oklahoma.....	5	59	2,036	1,407	40
Western Division:					
Montana.....	1	6	130	95	6
Wyoming.....	4	5	172	126	5
Colorado.....	8	89	5,242	2,575	87
New Mexico.....	1	2	30	24	1
Arizona.....	3	4	288	121	6
Utah.....	5	33	1,901	1,220	40
Nevada.....	2	3	189	104	4
Idaho.....	2	2	85	59	2
Washington.....	3	20	414	212	9
Oregon.....					
California.....	20	149	10,910	5,991	284

¹ Acknowledgments are due to the chairman of the investigation committee of the International Kindergarten Union, for her kind cooperation with the Bureau of Education, in furnishing lists of cities in which kindergartens were found during the two years' survey made by that committee. It has thus been possible to make comparisons which bring out interesting points in both the surveys.

TABLE 2.—Summary of statistics of kindergartens other than public for year ended June 30, 1912.

States.	Cities having kindergartens other than public.	Number of kindergartens.	Number of children enrolled.	Average daily attendance.	Number of teachers.
United States.....	112	994	52,219	31.460	1,466
North Atlantic Division..	168	436	22,919	14.343	628
North Central Division.....	101	268	16,037	8.877	368
South Atlantic Division.....	52	122	5,818	3.664	199
South Central Division.....	56	99	4,056	2.615	128
Western Division.....	35	69	3,391	1.961	88
North Atlantic Division:					
Maine.....	6	7	247	131	12
New Hampshire.....	4	4	152	122	6
Vermont.....	2	3	108	47	5
Massachusetts.....	29	41	1,465	1,080	51
Rhode Island.....	8	10	420	324	18
Connecticut.....	16	48	2,396	1,836	87
New York.....	37	196	13,472	7,718	356
New Jersey.....	26	44	1,348	958	61
Pennsylvania.....	40	81	3,292	2,127	96
North Central Division:					
Ohio.....	15	41	2,157	1,551	66
Indiana.....	7	47	4,191	1,626	65
Illinois.....	15	74	4,162	2,317	106
Michigan.....	11	17	1,116	764	27
Wisconsin.....	11	14	623	366	15
Minnesota.....	4	10	766	435	17
Iowa.....	7	10	400	271	12
Missouri.....	9	31	1,532	891	45
North Dakota.....	3	5	171	129	8
South Dakota.....	3	3	379	175	8
Nebraska.....	5	5	136	106	8
Kansas.....	11	11	384	246	13
South Atlantic Division:					
Delaware.....	1	9	277	193	12
Maryland.....	5	15	935	590	28
District of Columbia.....	1	6	206	125	10
Virginia.....	5	9	540	358	23
West Virginia.....	3	9	101	68	4
North Carolina.....	8	9	801	211	14
South Carolina.....	11	24	1,161	758	38
Georgia.....	15	37	1,774	1,172	54
Florida.....	3	10	521	189	21
South Central Division:					
Kentucky.....	6	8	224	141	9
Tennessee.....	7	17	693	489	21
Alabama.....	9	11	692	354	18
Mississippi.....	8	13	467	334	16
Louisiana.....	3	7	447	214	11
Texas.....	14	32	1,145	837	42
Arkansas.....	4	6	207	116	6
Oklahoma.....	5	5	181	130	5
Western Division:					
Montana.....	1	1	15	13	1
Wyoming.....	3	3	81	53	3
Colorado.....	3	3	149	125	4
New Mexico.....	2	2	65	54	2
Arizona.....	2	3	214	133	5
Utah.....	1	1	35	28	1
Nevada.....	3	3	93	69	3
Idaho.....	6	9	320	168	10
Washington.....	4	4	84	65	4
Oregon.....	11	39	2,335	1,253	56
California.....					

ERRATA FOR PAGE 16

New York State: Number of children enrolled should be 78,689.

Illinois: Number of kindergartens 267, number enrolled 15,298; average daily attendance 13.456.

Totals for North Central Division should therefore read, left to right:

454, 2,588, 118,870, 70,137, 2851, and totals for United States

867, 6,371, 311,070, 190,574, 7,391.

This alters totals cited on pages 5 and 7.

KINDERGARTENS IN THE UNITED STATES.

TABLE 3.—*Cities having a supervisor of public kindergartens—Salary.*

Cities and States.	Salary.	Cities and States.	Salary.
Birmingham, Ala.	\$1,390	Eveleth, Minn.	\$950
Mobile, Ala.	600	Gilbert, Minn.	1,100
Los Angeles, Cal.	2,400	Minneapolis, Minn.	2,200
Pasadena, Cal.	1,200	Natchez, Miss.	465
Pomona, Cal.	1,200	Kansas City, Mo.	1,800
Sacramento, Cal.	1,200	St. Louis, Mo.	2,850
Santa Barbara, Cal.	800	Omaha, Nebr.	1,550
Denver, Colo.	1,600	South Omaha, Nebr.	968
Hartford, Conn.	800	Concord, N. H.	700
New Britain, Conn.	1,500	Portsmouth, N. H.	700
New Haven, Conn.	1,100	Atlantic City, N. J.	1,600
South Manchester, Conn.	750	Camden, N. J.	1,800
Stamford, Conn.	940	Jersey City, N. J.	2,500
Washington, D. C.	1,750	Kearney, N. J.	1,700
Columbus, Ga.	540	Newark, N. J.	2,200
Columbia, Ill.	1,250	Perth Amboy, N. J.	710
La Grange, Ill.	950	Rutherford, N. J.	1,000
Moline, Ill.	810	Trenton, N. J.	1,350
Peoria, Ill.	1,300	Albany, N. Y.	1,000
Converse, Ind.	1,000	Buffalo, N. Y.	1,000
Evansville, Ind.	1,800	Gloversville, N. Y.	675
Fort Wayne, Ind.	1,900	Ithaca, N. Y.	1,000
Michigan City, Ind.	720	New Paltz, N. Y.	1,000
Shelbyville, Ind.	585	New York, N. Y.	3,500
Terre Haute, Ind.	693	Schenectady, N. Y.	1,400
Des Moines, Iowa	1,450	Syracuse, N. Y.	1,350
Dubuque, Iowa	850	Troy, N. Y.	900
Mason City, Iowa	697	Utica, N. Y.	750
Waterloo, Iowa	540	Yonkers, N. Y.	1,240
Neodesha, Kans.	765	Cincinnati, Ohio	1,800
Lexington, Ky.	600	Cleveland, Ohio	2,640
Louisville, Ky.	1,100	Dayton, Ohio	1,200
New Orleans, La.	2,400	Mansfield, Ohio	450
Bangor, Me.	675	Springfield, Ohio	900
Boston, Mass.	1,850	Oklahoma City, Okla.	1,000
Cambridge, Mass.	1,350	Guthrie, Okla.	675
Fitchburg, Mass.	820	Philadelphia, Pa.	2,500
Newton, Mass.	1,000	Pittsburgh, Pa.	2,500
Springfield, Mass.	1,200	Scranton, Pa.	1,000
Worcester, Mass.	1,300	Providence, R. I.	1,000
Detroit, Mich.	2,100	Knoxville, Tenn.	700
Grand Rapids, Mich.	1,300	Forth Worth, Tex.	1,000
Ironwood, Mich.	650	Salt Lake City, Utah	2,250
Kalamazoo, Mich.	900	Richmond, Va.	2,000
Muskegon, Mich.	900	Antigo, Wis.	675
Ypsilanti, Mich.	1,200	Kenosha, Wis.	845
Chisholm, Minn.	800	La Crosse, Wis.	775

* Supervisor of kindergartens and primary grades.

* Principal of kindergarten department in normal school.

* Also assistant superintendent.

* Also director of one kindergarten.

TABLE 4.—*Kindergartens (other than public) having a supervisor.*

City and State.	Name of kindergarten (or supporting body).	Salary.
Huntsville, Ala.	Huntsville Kindergarten Association	\$810
Los Angeles, Cal.	Neighborhood Settlement	(1)
San Francisco, Cal.	Golden Gate Kindergarten Association	1,200
Atlanta, Ga.	Sheltering Arms Association	900
Columbus, Ga.	Free Kindergarten Association	780
La Grange, Ga.	Mill Owners—P. E. Church	(1)
Savannah, Ga.	Kate Baldwin Free Kindergarten Association	1,800
Chicago, Ill.	Armour Institute	1,000
Riverside, Ill.	Kindergarten Extension Association	1,300
Muncie, Ind.	Muncie Free Kindergarten Association	810
Saginaw, Mich.	Saginaw Free Kindergarten Association	540
Brooklyn, N. Y.	Brooklyn Free Kindergarten Society	1,800
New York, N. Y.	Children's Aid Society	960
Do.	New York Kindergarten Association	2,500
Do.	St. Bartholomews	1,250
Cleveland, Ohio	Cleveland Day Nursery and Kindergarten Association	1,500
Reading, Pa.	Reading Free Kindergarten Association	685
Nashville, Tenn.	Methodist Training School	720
Dallas, Tex.	Dallas Free Kindergarten Association	835
Houston, Tex.	Houston Kindergarten Association	900
San Antonio, Tex.	San Antonio Kindergarten Association	500
Norfolk, Va.	Norfolk Kindergarten Association	1,000
Milwaukee, Wis.	Milwaukee Mission Kindergarten and Neighborhood Association	1,080

* Supervisor supervises public school kindergartens and training school kindergartens. * Services given.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.¹

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
ALABAMA.																
Birmingham	132,465	5,705	18	715	177	475	6	7	19	\$900	\$600			1		1903
Enterprise	2,222	100	1	50	177	355	(*)	(*)	2	(*)	(*)			1		(*)
Grantsville	16,557	434	1	35	178	23	5	1	1	495				1		1911
Mobile	51,821	2,215	7	215	162	3163	4	6	14	480	400	\$120		1		1902
ARIZONA.																
Bisbee	9,019	388	1	75	180	42	4	6	1	810				2	Yes.	1906
Flagstaff	1,633	70	1	32	195	24	4	6	1	700				1		1905
Prescott	5,092	219	2	181	200	55	4	6	4	850	750	\$350	250	1		1900
ARKANSAS.																
Bentonville	1,956	84	1	62	175	55	4½	6	1	450	270			2	Yes.	(*)

¹ It must be borne in mind that wherever two-sessions-a-day kindergartens are reported with a different group of children attending each session the total number of kindergartens in that city is reckoned according to the number of sessions, not according to the number of buildings or rooms. This plan of reckoning is based on the argument that the ordinary unit of kindergarten administration is one session, one group of children, one room, one school teacher, and one teacher. Therefore the addition of a second session and a second group of children, even though the same room is used and charge given to the same teacher or teachers, constitutes an additional kindergarten.

* Estimated.

† No data.

‡ For musician.

§ Not fixed; depends on development.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garden established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
CALIFORNIA.																		
Corning.....	972	41	1	37	191	19	4 1/2	6	1	\$600	\$600					(1)		Kindergarten and primary certificate. Graduation from training school ap- proved by State board.
Coronado.....	1,477	53	1	34	194	28	4	6	2	950	720					1901		Graduation from training school ap- proved by State board.
Fresno.....	24,862	1,070	1	89	180	56	4	6	2	700	600	\$600	\$600			1900		State requirements.
Long Beach.....	17,809	766	8	572	171	245	4	(7)	15	750	700	550	550		Yes.	1909		Graduation from 2 years' kindergarten course.
Los Angeles.....	319,198	13,725	74	6,276	184	2,891	3 1/2	6	148	900	720	840	600		Yes.	1878		Graduation from high school and 2 years' kindergarten training school.
Oakland.....	150,174	6,457	3	203	191	92	5	(7)	3	1,200	780					1892		Same as elementary teacher; kindergarten training.
Orland.....	2,555	110	1	43	195	21	4 1/2	6	1	850	850					1905		Credits approved by State board.
Pasadena.....	30,291	1,302	12	324	170	317	4 1/2	6	27	840	780	720	660		Yes.	1901		Graduation from California accredited normal school.
Pemona.....	10,207	439	6	387	178	201	4	6	13	780	720	660	600			1890		Do.
Redlands.....	10,449	449	3	175	180	52	5	6	3	780	600					1906		Graduation from California kindergarten training school.
Redondo Beach.....	2,835	126	1	68	97	38	4	6	1	375						1912		Graduation from normal school.
Riverside.....	15,212	654	2	125	180	68	5	(7)	4	744		480				1895		Certificate under State law.
Sacramento.....	44,086	1,922	12	840	185	289	4	6	23	840	840	660	660			1895		Two years' training; 1 year of teaching.
San Diego.....	39,578	1,701	6	865	189	320	5	6	17	804	804	360	360			1891		State requirements for director; none for assistants.
San Francisco.....	418,912	18,027	2	70	209	25	4	6	1	840				2	Yes.	1909		Certificate on credits prescribed.
Santa Ana.....	8,429	362	4	170	173	124	4	6	8	720	540	360	225			1902		Graduation from accredited school.
Santa Barbara.....	11,639	501	6	280	190	138	4	6	8	720		660				1905		Kindergarten graduation certificate.
South Pasadena.....	4,949	207	3	188	173	165	4	6	2	675	390		300			1911		Kindergarten normal training.
Ventura.....	2,945	126	2	92	196	45	4	6	2	712						1905-6		Kindergarten normal training.
Woodland.....	3,187	136	1	42	183	22	4	6	1	700	700					1892		Graduation from approved kindergarten training school.

STATISTICS OF PUBLIC KINDERGARTENS.

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COLORADO.									
Buena Vista.....	1,041	44	1	30	180	25	5	1	675
Colorado Springs.....	29,078	1,250	7	400	190	210	5	8	900
Denver.....	213,381	9,175	68	4,065	182	1,968	4	66	960
Fort Collins.....	8,210	353	4	199	175	1,19	4	6	744
Grand Junction.....	7,776	333	2	108	190	66	5	2	675
La Junta.....	4,154	178	2	108	190	66	5	2	712
Pueblo.....	44,395	1,908	3	224	190	43	5	3	630
Telluride.....	1,756	75	2	101	181	64	4	1	450
CONNECTICUT.									
Bridgeport.....	102,054	4,368	4	377	184	224	31	5	807
Bristol.....	13,922	580	8	353	178	194	4	6	500
Darien.....	3,846	170	2	30	200	37	5	2	475
East Haven.....	1,795	77	1	46	178	22	4	(1)	450
East Windsor.....	3,392	144	1	35	180	28	4	(3)	(1)
Greenwich.....	2,745	118	2	45	180	39	4	(2)	370
Groton Borough.....	6,495	279	1	73	180	42	4	2	475
Hartford.....	99,915	4,253	16	640	(1)	420	(1)	55	270
Jewett City.....	3,023	130	1	30	192	21	4	6	480
Manchester.....	13,641	596	2	40	185	430	4	1	432
Merriden.....	32,086	1,378	11	540	183	345	4	13	720
Milford.....	4,395	187	1	58	182	30	4	6	480
New Britain.....	12,722	547	6	279	188	159	3	5	351
New Haven.....	43,916	1,998	20	687	173	474	5	6	400
New London.....	133,605	5,745	50	1,950	195	1,461	4	15	600
New York.....	19,659	846	5	260	180	35	5	10	540
Norfolk.....	1,541	68	1	28	181	16	4	1	550
Norwalk.....	24,211	1,041	6	340	189	225	31	14	450
Norwich.....	28,219	1,213	10	(1)	180	(1)	3	14	290
Old Lyme.....	1,181	50	1	17	180	11	4	6	450
Pasterville.....	2,852	123	1	64	186	27	4	2	400
Plymouth (Terryville).....	5,021	215	3	145	183	90	4	3	440

* Salary same as grade teachers.

* Approximate.

¹ In some cases two sessions.

² Estimated.

³ No data.
⁴ Not fixed; depends on development.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		(One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Maximum salary.	Minimum salary.				
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	
CONNECTICUT—contd.																		
Pittsford.....	7,280	301	1	32	106	40	4	8	2	\$494	\$494	\$304	\$304	1	Yes	1902	Kindergarten normal graduation.	
South Manchester.....	7,000	311	4	254	186	190	4	6	5	650	400	252	252	1	Yes	1890	Graduation from normal training school.	
Stamford.....	5,223	225	2	174	180	150	34	6	2	432	252	252	252	2	Yes	1901	Special training.	
Stamford.....	26,838	1,239	14	1,744	189	478	4	(3)	22	900	480	350	250	2	Yes	(1)	Approved normal.	
Stonington.....	9,154	393	7	186	185	148	5	6	4	468	380	575	575	2	Yes	(1)	Two years' training.	
Wallingford.....	11,155	470	8	254	180	128	4	54	4	575	575	700	450	2	Yes	(1)	Graduation from training school.	
Waterbury.....	73,141	3,145	23	878	196	1,657	4	54	24	800	450	700	450	2	Yes	1902	High school graduation; normal school graduation.	
West Haven.....	8,543	367	2	50	100	46	5	6	1	600	400	300	250	2	Yes	1908	High school and kindergarten graduation.	
Winsted.....	7,754	333	2	106	143	64	5	(3)	4	650	450	300	250	1	Yes	(1)	Graduation from high school; graduation from kindergarten training school.	
DELAWARE.																		
Newark.....	1,913	82	1	40	192	24	5	7	1	425				1		1910	Teacher's certificate and 1 year of prac- tical work.	
DISTRICT OF COLUMBIA.																		
Washington.....	331,369	14,235	72	3,455	179	2,131	5	6	137	900	650	600	500	1		1898	High school graduation or equivalent; normal graduation.	
FLORIDA.																		
Daytona.....	3,082	132	1	56	160	29	4	6	2	480	320			1		1907	High school graduation, kindergarten diploma.	
Miami.....	5,471	235	2	90	159	76	4	6	2	480	320	320	240	1		1909	Graduation from kindergarten training school.	
St. Petersburg.....	4,127	177	1	140	160	95	4	6	3	800	500	600	400	2	Yes	1904	Normal graduation.	
Tallahassee.....	5,018	215	1	45	159	83	3	6	1	400	300			1		(1)	Diploma.	
West Palm Beach.....	1,743	74	1	54	160	40	4	8	2	720	500			1		1906	Graduation from kindergarten training school; experience.	

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‘Approximate.’

'No data.'

Not fixed; depends on development.

In some cases two sections:

† Estimated.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergartens established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
INDIANA.																	
Attica.....	3,325	143	1	47	173	31	5	7	1	\$450				1		1892	High-school graduation; kindergarten training school graduation; graduation from kindergarten training school.
Columbus.....	8,813	378	2	80	180	55	4	6	2	585	\$405			1		1899	Graduation from kindergarten training school.
Converse.....	1,164	49	1	53	157	50	5	8	1	590	380			2	Yes	1900	College course.
Crawfordsville.....	9,371	402	3	60	178	45	4	6	6	653	612	\$225	\$180	2	Yes	1911	Special kindergarten training, 2 years.
East Chicago.....	19,088	821	7	276	190	173	4	6	8	850	650	350	300	2	Yes	1900	High-school graduation; kindergarten school graduation.
Evansville.....	69,847	2,964	12	721	185	530	5	6	12	700	465	400	400	2	Yes	1902	Graduation from kindergarten college.
Fort Wayne.....	63,953	2,749	10	611	192	252	5	6	14	760	500	550	400	1	Yes	1899	High-school graduation; kindergarten college graduation.
Gary.....	16,802	722	5	613	186	(*)	4	6	7	900	900			2	Yes	1907	Two years kindergarten training following 4 years' high school.
Hammond.....	20,925	899	14	461	180	258	4	6	13	760	570	475	476	2	Yes	1893	High-school graduation; kindergarten training school graduation.
Huntington.....	10,372	441	2	72	178	41	5	6	2	630		270		2	Yes	1911	Graduation from 2 years' kindergarten course.
La Porte.....	10,825	452	3	230	190	162	5	6	4	712	598	646	522	1		1886	Graduation from kindergarten college or license from approved kindergarten training school.
Madison.....	6,984	288	2	58	180	41	5	6	1	830				2	Yes	1908	Do.
Mishawaka.....	19,027	818	7	299	175	107	4	6	7	595	423			1		1902	Do.
Mishawaka.....	11,856	511	3	138	178	108	4	6	6	675	450			1		1907	Two years' kindergarten training.
Richmond.....	22,324	949	8	405	186	208	4	6	8	675	675			1		1895	High-school graduation; kindergarten college graduation.
Shelbyville.....	9,500	408	5	135	180	100	4	6	2	460	450			2	Yes	1901	Two years' special preparation.
South Bend.....	53,684	2,308	14	700	175	600	5	6	28	648	585	630	540	1		1898	Graduation from kindergarten school.
Terre Haute.....	58,157	2,500	29	683	190	337	5	6	15	655	565			1		1911	License.
Vanderburgh.....	6,987	300	1	69	87	45	4	6	1	450				1		1892	High-school diploma or equivalent.

STATISTICS OF PUBLIC KINDERGARTENS.

14,805	640	4	227	180	145	4	6	3	585	450	1	1900	Graduation from kindergarten training school.		
6,587	268	2	104	192	60	4	6	2	820	600	2	Yes	High school from good school.		
4,266	183	2	97	180	38	4	6	2	623	617	2	Yes	High-school graduation; graduation approved kindergarten training school.		
IOWA.															
1,244	68	1	29	178	18	5	(*)	1	585	495	2	Yes	Special kindergarten course.		
4,999	213	2	76	177	60	5	(*)	3	495	450	2	Yes	Normal graduation.		
1,983	128	2	70	180	60	5	6	1	540	450	2	Yes	Graduation from normal school.		
4,128	83	1	38	176	26	5	(*)	1	540	495	2	Yes	Graduation from 2 years' kindergarten course.		
533	22	1	12	178	10	5	6	1	517	517	2	Yes	Same as State primary.		
33	1	1	12	173	12	5	(*)	1	405	405	2	Yes	Uniform county or State certificate.		
24,324	1,048	8	289	187	246	5	(*)	8	733	538	324	1	Yes	Graduation from approved training school.	
3,546	163	1	50	180	45	5	7	1	540	540	2	Yes	Kindergarten training.		
5,012	215	2	63	176	32	5	(*)	1	540	540	2	Yes	(*) Kindergarten training.		
32,811	1,410	9	653	177	485	5	6	9	675	485	225	1	Yes	Special training.	
1,355	68	1	42	180	31	5	(*)	1	360	360	2	Yes	Second-grade county certificate.		
1,628	28	1	40	174	31	5	(*)	1	675	675	2	Yes	None.		
1,084	1	1	42	178	27	5	(*)	1	540	405	405	1	(*)	State primary certificate.	
29,252	1,256	14	537	174	47	5	7	15	675	405	405	1	(*)	High-school graduate; 2 years' special training.	
6,924	297	4	48	180	38	4	7	4	540	450	225	1	1906	Graduation from approved kindergarten school.	
3,562	164	1	50	190	40	5	(*)	2	512	475	142	1	1903	Graduation from kindergarten college.	
728	31	1	24	178	18	4	(*)	1	540	450	2	Yes	Graduation from good kindergarten training school.		
3,132	134	1	78	172	43	5	(*)	1	540	450	2	Yes	High-school graduate; kindergarten training, 2 years.		
89,368	3,713	72	2,441	186	1,425	5	(*)	53	900	550	600	450	2	Yes	Graduation from kindergarten college.
38,494	1,655	7	332	185	240	42	6	14	550	400	400	350	1	1912	Do.
1,968	84	1	40	175	40	5	7	1	540	405	1	Yes	Normal training course.		
5,811	215	2	24	197	25	6	6	3	540	540	2	Yes	(*) Normal school; kindergarten training.		
5,083	218	2	24	197	25	6	6	3	540	540	2	Yes	Kindergarten diploma.		
2,617	111	1	20	174	30	4	(*)	2	475	450	180	180	2	Yes	Graduation from kindergarten training school.
1,874	80	1	35	180	30	5	6	1	405	405	2	Yes	(*)		
2,477	106	2	60	177	47	5	(*)	2	720	180	180	2	Yes	Graduation from kindergarten course.	
4,157	178	1	28	180	25	5	(*)	1	540	450	1	Yes	Graduation from kindergarten course.		
2,758	119	1	45	175	31	4	6	2	450	450	90	2	Yes	Graduation from kindergarten training school.	
2,870	123	1	40	177	30	5	(*)	2	450	450	108	1	Yes	Kindergarten diploma.	
13,374	575	7	243	174	180	5	(*)	7	665	475	2	Yes	High school or kindergarten college graduation.		
11,230	482	10	293	180	220	5	7	6	(*)	450	360	2	Yes	(*) High-school graduation; kindergarten training.	
538	37	1	27	180	21	5	6	1	315	405	2	Yes	County certificate.		
3,167	137	2	64	177	53	4	(*)	1	540	475	2	Yes	Graduation from kindergarten course.		
: In some cases two sessions.															
: Not fixed; depends on development.															
: * Estimated.															

*** Not fixed; depends on development.**

No data.

In some cases two sessions.

А. В. Давыдов

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Number.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
Iowa—continued.																	
Monticello.....	2,045	87	1	38	174	34	5	(1)	1	\$385				1	Yes...	(1)	Graduation from State normal.
Mount Pleasant.....	3,814	157	2	60	180	45	5	6	2	565				2	Yes...	(1)	High-school graduation; 2 years' training.
North English.....	1,283	53	1	25	180	20	5	(1)	1	450	\$465			1	Yes...	1901	Graduation from approved kindergarten training school; 1 year normal training.
Odebolt.....				22	178	18	5	7	1	540	450			2	Yes...	1901	High-school graduation; kindergarten col- lege graduation.
Oakdale.....	9,466	407	5	201	177	117	5	8	5	540	540			2	Yes...	1900	Normal-school training.
Prasanna.....	1,080	46	1	24	178	27	5	(1)	1	540	450			2	Yes...	1909	Special training and successful experi- ence.
Falls.....	3,021	120	2	49	172	36	4½	6	1	465				2	Yes...	1902	Normal-school training.
Rock Rapids.....	2,065	86	1	34	178	24	5	6	1	540				1	Yes...	1906	Normal-school training.
Rockwell.....	700	80	1	12	177	11	5	6	1	450				1	Yes...	(1)	High-school graduation; 2 years' kinder- garten course.
Rockwell City.....	1,528	65	2	53	178	38	4½	(1)	1	517				1	Yes...	1912	Graduation from kindergarten training school.
See City.....	2,601	94	1	54	177	41	6	6	3	465				2	Yes...	1900	Do.
Sheldon.....	2,941	128		84	178	60	5	(1)	1	540	540			2	Yes...	1901	Kindergarten training certificate.
Shenandoah.....	4,676	213		96	180	48	5	(1)	2	585	360	\$180		2	Yes...	1908	University or special normal.
Shoux Rapids.....	4,668	213	1	29	178	35	5	(1)	1	517	450			2	Yes...	(1)	2 years' special training.
Tamul.....	2,291	88	1	18	178	35	5	(1)	1	465	465			2	Yes...	1903	2 years' kindergarten training.
Walnut.....	950	40	1	26	178	18	5	(1)	1	472	450			1	Yes...	1907	High-school graduation; 2 years' special training.
Wapello.....	1,326	53	1	26	178	18	5	(1)	1	465	450			1	Yes...	(1)	Graduation from standard kindergarten training course.
Washington.....	4,350	188	8	144	176	97	4	(1)	4	540	465	315	270	2	Yes...	1899	Graduation from standard kindergarten training college.
Waterloo.....	26,663	1,147	6	203	175	180	5	6	10	472	247	247	247	1	Yes...		
KANSAS.																	
Atchison.....	16,429	708	2	62	169	38	5	7	2	585			340	2	Yes...	1910	Kindergarten training; primary training for assistant.

STATISTICS OF PUBLIC KINDERGARTENS.

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County	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	290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KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Number.	Kindergarten teachers.				Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kind- ergarten estab- lished.	Preparation required of kindergarten teachers.
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
MARYLAND.																			
Baltimore.....	558,485	24,014	22	1,255	190	698	6	(1)	45	\$500	\$353	\$353	\$250			1		1901	Graduation from approved kindergarten training school.
Fort Deposit.....	1,394	59	1	26	171	14	4	6	2	700	500	250				1		(1)	(2)
MASSACHUSETTS.																			
Attleboro.....	16,215	697	1	39	183	20	4	(2)	2	525			325			1		1907	(1)
Boston.....	670,585	28,855	124	6,160	184	4,340	4	5	28	1,032	696	708	480			1		1899	Graduation from normal school.
Braintree.....	9,093	346	5	166	171	94	5	(1)	6	650	450					1		1893	Graduation from training school.
Bridgewater.....	7,668	330	1	48	183	28	4	6	2	1,000						2	Yes..	(1)	Normal training.
Brockton.....	27,792	1,190	11	423	187	315	3 1/2	(1)	21	800		700				1	Yes..	1899	Adequate training and experience.
Cambridge.....	104,839	4,506	32	1,414	191	820	4	6	28	750	510	672	510			2	Yes..	1899	Graduation from high school and training school and 1 year's experience.
Chicopee.....	26,401	1,092	2	78	193	46	4	6	2	620	400	560	400			2	Yes..	1899	Diploma from preparatory kindergarten training school.
Dorham.....	9,284	399	4	120	188	100	4	(2)	4	550	550					1	Yes..	(1)	Graduation and 1 year's experience.
Easton.....	5,139	220	1	39	188	19	4 1/2	7	2	475	200					1	Yes..	(1)	Graduation from approved kindergarten training school.
Fall River.....	119,296	5,126	6	337	192	224	4	5	12	700	540	620	540			1		1892	Graduation from high school; graduation from kindergarten training school.
Falmouth.....	3,144	135	1	30	174	16	4	5 1/2	1	660	420					1		1906	Adequate training.
Fitchburg.....	37,826	1,626	3	108	155	93	5	6	4	750	450	720	400			1		1906	Normal graduate.
Greenfield.....	10,427	448	2	58	185	41	4	(1)	2	450	400					1		1898	High-school graduation; kindergarten training school graduation.
Haverhill.....	44,115	1,966	4	170	185	130	4	(2)	7	700	410	700	410			1		1906	Graduation from training school.
Holyoke.....	57,730	2,482	10	573	187	276	4	5 1/2	20	650	450	550	400			1		1897	High-school graduation and kindergarten training.
Hopkinton.....	2,188	93	1	26	174	20	4	5	2	360	360	180	180			1		1898	Graduation from kindergarten training school.
Lowell.....	4,106	176	1	34	175	23	4	6	1	380						1		1912	Do.

29

Not fixed; depends on development.
No data.

1. Not fixed; d
is No data.
s Estimated.

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.	Assistant kindergarten teachers.	One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.			
1	2	3	4	5	6	7	8	9	Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	15	16	17	18
MICHIGAN—continued.																	
Cedar Springs.	947	40	1	128	182	21	5	(1)	1	\$475				1	Yes	1911	Life certificate.
Champion.	1,069	55	1	36	196	26	4	7	1	650	\$500			2	Yes	1902	Graduation from recognized school.
Chelsea.	1,704	75	2	30	200	23	5	6	1	425	550			2	Yes	1901	Graduation from normal school.
Chester.	1,363	58	1	17	200	12	4	(4)	1	550	550			2	Yes	(1)	College preparation.
Coldwater.	5,945	255	2	69	183	49	4	7	2	550	430	\$300		2	Yes	1900	State requirements.
Corunna.	1,394	59	1	50	190	38	5	7	1	500	500			2	Yes	(1)	State life certificate.
Crossed.	1,380	59	1	54	200	38	5	7	1	500	500			2	Yes	1907	State diploma.
Crystal Falls.	3,775	162	5	180	196	141	5	7	4	650	500	\$200		2	Yes	1902	State life certificate.
Detroit.	465,766	20,027	81	7,897	200	3,238	5	6	170	1,000	500	800	500	1	Yes	1895	Graduation from Detroit normal or equivalent.
Downs.	5,068	218	4	120	140	95	5	(5)	4	522	475			2	Yes	(1)	Graduation from State normal school.
Durand.	2,315	99	2	62	200	50	4	7	2	550	450			2	Yes	1900	Graduation from approved school.
East Jordan.	2,516	107	1	82	187	41	5	(1)	1	522	475			2	Yes	(1)	Graduation from high school; graduation from kindergarten training school.
East Lake.	(1)		1	74	187	54	4	7	1	575				2	Yes	1908	State life certificate.
East Tawas.	1,452	62	2	32	196	28	5	(1)	1	450	425			2	Yes	(9)	Life certificate from approved school.
East Rapids.	2,084	89	1	38	197	27	5	8	1	475				1	Yes	1908	Graduation from approved school.
Elk Rapids.	1,673	71	2	36	185	32	4	8	2	456	427			2	Yes	1900	Life certificate; normal school.
Emmett.	13,194	567	8	254	200	150	5	8	8	650	400	300	200	2	Yes	(1)	Graduation from approved kindergarten school.
Evart.	1,386	59	1	36	198	23	5	8	1	450				2	Yes	1907	Graduation from approved kindergarten school.
Findlay.	38,550	1,657	12	627	190	367	4	6	12	650	400	650	400	2	Yes	1901	Life certificate; 2 years' training.
Ford.	1,039	72	2	32	200	23	4	(1)	1	550	550			1	Yes	1908	Normal training.
Frankfort.	1,555	66	1	36	196	28	5	6	1	500				1	Yes	1906	Kindergarten diploma.
Freemont.	2,009	86	2	80	100	62	4	7	1	550	450			2	Yes	1890	Graduation from 2 years' kindergarten course.
Gaylord.	1,538	66	1	35	196	25	4	6	1	522				1	Yes	(1)	State certificate.
Gladiolus.	4,211	181	2	80	200	60	5	6	2	560	475	250	200	2	Yes	1895	Graduation from approved kindergarten training school.
Grand Haven.	5,856	251	1	94	194	66	5	(1)	3	550	400	450	350	2	Yes	1896	State kindergarten certificate.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Number.	Kindergarten teachers.		Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
										Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
MICHIGAN—continued.																	
Ann Arbor	1,207	51	1	38	200	29	5	7	1	\$500	\$200			1	Yes	1901	Normal training. Two years' training school.
Barry	1,182	50	1	64	188	53	4	6	1	500	500			2	Yes	(1)	Normal college.
Bennington	1,465	71	1	35	200	30	4	(1)	1	450	450	\$450		2	Yes	1906	Two years' course in kindergarten.
Northville	2,702	116	4	103	196	59	5	(1)	1	600	450	250	100	2	Yes	1910	Graduation in kindergarten work.
Oakman	1,904	84	1	38	198	30	4	6	1	600	500	300	250	2	Yes	1910	Graduation from approved kindergarten training school.
Oshtemo	7,775	324	5	187	200	151	4	6	5	700	450	450	250	1	Yes	1898	Graduation from kindergarten normal training school.
Ontonagon	2,812	120	2	60	190	45	5	7	1	(1)	451	261	190	2	Yes	(1)	Two years' normal training.
Owosso	9,639	444	7	220	196	105	5	7	4	600	500			1	Yes	(1)	State life certificate.
Oxford	11,911	512	1	29	195	25	4	7	1	500				1	Yes	1910	State normal school training.
Paw Paw	1,043	70	1	27	197	23	5	6	1	380	403			2	Yes	(1)	Normal school training.
Plainwell	1,483	64	2	64	190	35	4	6	1	550	450			1	Yes	1903	Normal training or equivalent.
Plymouth	1,671	71	1	62	198	26	4	6	1	500	450			2	Yes	1903	Two years' normal training.
Pontiac	14,532	624	5	262	193	116	4	6	7	\$700	\$500	\$300	\$300	2	Yes	1898	Normal kindergarten course.
Quincy	1,347	57	1	12	196	28	5	6	1	450	450			2	Yes	(1)	Kindergarten certificate.
Rochester	1,680	72	1	50	190	105	5	6	2	600	450			2	Yes	1901	Life certificate; kindergarten course.
River Rouge	4,283	178	3	140	200	98	4	7	1	500	500			2	Yes	1909	Normal college graduation.
Roseto	1,271	78	1	30	200	37	4	7	1	500				2	Yes	(1)	High school graduation; 2 years' ap- proved course.
St. Charles	1,451	62	2	56	196	37	4	7	1	600	450			2	Yes	(1)	Normal kindergarten course.
St. Clair	2,633	113	1	48	176	29	5	7	1	800	450			2	Yes	1904	High school graduation; State normal graduation.
St. Johns	3,154	135	3	110	188	38	5	7	3	800	450			2	Yes	1904	2 years' course in "kindergarten insi- tute."
St. Joseph	5,836	254	2	98	178	75	5	(1)	4	560	419	225	225	1	Yes	1895	Graduate from normal school or college.
St. Louis	1,940	83	2	72	190	44	4	6	1	475	475			2	Yes	1899	Graduate from State normal or equiv- alent.
Sault Ste. Marie	12,615	542	6	200	185	180	5	(1)	3	700	550	150		2	Yes	1900	(1) normal graduation (1) second grade county certificate.
Shepherd	835	35	1	30	178	22	5	7	1	450				2	Yes	1907	
Sparta	1,203	51	1	40	198	34	5	6	1	450				2	Yes	1902	
Springwells	1,835	78	1	30	200	25	5	6	1	\$600				2	Yes	1902	

STATISTICS OF PUBLIC KINDERGARTENS.

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Stambridge	1,322	56	4	128	184	92	5	7	3	600	500	300	2	Yes	1904	Normal-school graduation.
Stanton	1,012	43	1	98	130	17	5	(1)	1	427	427	300	2	Yes	1907	Kindergarten school graduation.
Sturges	3,635	156	2	98	130	17	5	(1)	1	427	427	300	2	Yes	1907	Kindergarten school graduation.
Tennant	2,332	100	2	27	180	23	5	6	1	427	427	300	2	Yes	1910	State certificate.
Three Rivers	5,072	218	2	98	185	93	8	8	4	475	475	331	2	Yes	1903	Kindergarten department graduation.
Travers City	12,115	520	10	230	185	213	5	64	5	573	550	430	2	Yes	1903	Kindergarten training-school graduation.
Trenton	1,224	52	1	40	200	30	5	64	5	573	550	430	2	Yes	1910	Graduate from approved kindergarten training school.
Wabash	714	30	3	95	197	80	4	6	2	700	600	400	2	Yes	1900	Graduate from State or normal kindergarten training schools.
Wayne	1,263	54	1	23	196	20	5	7	1	475	400	300	2	Yes	1910	Normal-school training.
Whitnall	1,437	61	2	40	198	32	4	7	1	475	400	300	2	Yes	1900	Kindergarten course.
Wyandotte	8,287	356	3	150	170	68	4	6	2	600	425	300	2	Yes	1900	Graduate from approved school.
Yale	1,225	52	2	42	186	28	5	(1)	1	570	570	430	2	Yes	1908	Graduate from approved kindergarten school.
Ypsilanti	6,220	287	3	125	177	79	4	6	4	1,008	1,000	400	2	Yes	1888	College degree and professional training.
Zeland	1,862	85	1	70	198	65	5	7	2	550	550	430	2	Yes	1905	Normal-school graduation.
KENTUCKY																
Abing	2,574	110	1	48	130	38	4	6	1	540	495	300	2	Yes	1908	Graduate from kindergarten training school.
Aurora	1,919	82	2	82	185	60	5	6	2	700	650	650	2	Yes	1908	2 years' course.
Bemidji	5,099	218	1	60	180	35	5	(1)	1	585	495	650	2	Yes	1909	Normal-school training.
Birch	1,690	72	1	50	185	36	4	(1)	1	835	495	650	2	Yes	1903	Graduate from kindergarten normal school.
Bloss Earth	2,319	99	1	61	176	46	5	6	1	517	450	300	2	Yes	1900	High-school graduation; 2 years' kindergarten school.
Buol	1,065	43	2	75	194	56	4	6	2	825	700	650	2	Yes	1909	Graduate from kindergarten training school; experience.
Cam Lake	2,011	86	1	47	180	25	4	7	1	540	495	650	2	Yes	1907	State permit.
Channah	7,684	330	6	190	184	157	5	7	6	700	600	650	2	Yes	1902	2 years' kindergarten training; 2 years' experience.
Channah	1,613	69	6	116	190	92	4	6	4	870	600	650	2	Yes	1907	High-school graduation; kindergarten training 2 years.
Dear River	900	38	1	40	180	22	5	(1)	1	540	495	650	2	Yes	1910	Graduate from special school.
Dunith	78,465	3,374	22	661	190	493	4	(1)	17	540	495	650	2	Yes	1910	Same as grade teachers.
Ely	3,572	153	3	149	183	133	5	6	8	712	570	475	2	Yes	(1)	Normal-school graduation.
Eveland	7,036	302	9	300	180	275	5	(1)	8	700	622	570	2	Yes	1904	Normal-school graduation; 2 years' experience.
Glenn	1,700	73	5	146	200	128	5	6	8	750	650	650	2	Yes	1905	Graduate from approved kindergarten school.
Grand Rapids	2,230	95	2	45	190	35	5	7	2	812	432	432	2	Yes	1903	Professional training.
Hibbing	8,822	379	8	310	200	201	5	6	10	880	750	750	2	Yes	1903	High-school graduation; 2 years' professional training.
Ironson	1,907	81	2	90	178	80	5	(1)	2	640	450	617	2	Yes	(1)	Normal-school graduation.
Lewiston	686	29	2	64	185	40	4	6	2	640	450	617	2	Yes	1910	Graduate from approved kindergarten training school.
Lake City	3,142	126	1	52	190	40	5	(1)	1	495	495	617	1	Yes	1904	Advanced normal or kindergarten normal.

* Approximate.

* In some cases two sessions.

* Not fixed; depends on development.

* Cadets from training school.

* No data.

* Estimated.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MINNESOTA—contd.																	
Lake Crystal.....	1,083	45	1	21	176	14	5	(1)	1	\$685	\$450			2	Yes	1911	Graduate from advanced State normal.
Maple Lake.....	10,363	445	4	131	176	115	5	(1)	4	540	450			2	Yes	1907	Minnesota normal advanced kindergarten course.
Minneapolis.....	301,408	12,960	26	1,082	187	179	5	16	20	1,000	750	\$750	\$500	2	Yes	1900	High-school graduation; normal-school graduation; 1 year teaching.
Mountain Iron.....	1,343	57	1	49	185	39	5	6	1	800				2	Yes	1898	Graduate from kindergarten course.
Nashua.....	2,080	89	4	130	185	90	4	17	4	688	665	622	522	2	Yes	1907	Graduate from recognized kindergarten training school.
Ordnerville.....	1,774	76	1	54	180	40	4	6	1	585				2	Yes	1912	Kindergarten course.
Owatonna.....	5,658	242	2	46	175	38	5	6	2	465				2	Yes	1910	High-school graduation; special kindergarten preparation.
Park Rapids.....	1,801	77	2	40	172	35	5	6	2	630	450	465	450	2	Yes	1904	Normal and special kindergarten preparation.
St. Charles.....	1,159	49	1	20	180	17	5	(1)	1	450				2	Yes	(*)	Graduate from school in primary methods.
St. Paul.....	214,744	9,233	74	2,700	190	2,000	5	6	63	900	600	600	500	2	Yes	1891	Normal school graduation.
Springfield.....	1,452	63	1	50	180	28	5	7	1	495	450			2	Yes	1903	Graduate from State normal school.
Tower.....	1,111	47	2	77	178	67	5	6	2	585	540			2	Yes	1907	One year of kindergarten training.
Verona.....	1,576	80	2	44	180	30	3	(*)	1	400				2	Yes	1900	Graduate from kindergarten course.
Virginia.....	10,473	450	7	350	200	330	4	6	11	1,200	900	1,020	840	2	Yes	1904	Normal-school graduation; 2 years' experience.
Wells.....	1,755	75	2	55	175	35	4	6	1	585	450			2	Yes	1903	Normal training or special kindergarten training.
Winona.....	1,749	74	4	55	172	41	5	6	2	495	450			2	Yes	1900*	State normal-school graduation.
Wisconsin.....	18,583	799	7	408	190	308	5	6	6	650	505	500	365	2	Yes	1899	Graduate from kindergarten normal school; 2 years' experience.
Wobesa.....	2,822	112	2	35	180	28	5	6	1	495	450			2	Yes	(*)	Graduate from State normal school.

STATISTICS OF PUBLIC KINDERGARTENS.

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												Experience in primary teaching. Kindergarten-training school. Professional training or 2 years' kinder- garten experience. Best that can be secured. State teacher's license and license of national association. (*)			
MISSISSIPPI	Abbeville	159	1	70	180	67	5	(*)	1	630	630	2	Yes	1900	
	Greenville	413	1	26	180	21	44	6	1	675	675	1	Yes	1900	
	Lumb	363	6	252	157	190	5	6	6	730	450	315	2	Yes	1909
	Long Beach	43	1	12	140	10	4	6	1	440	360	315	2	Yes	1911
	Natchez	507	2	108	180	78	4	6	3	540	360	135	1	Yes	1896
PHILADELPHIA	Philadelphia	1,209	1	30	120	22	4	6	1	270	675	1	Yes	1912	
	Yazoo City	6,796	1	35	180	23	4	6	1	675	675	1	Yes	1903	
MISSOURI	Carthageville	3,655	2	100	180	75	6	(*)	2	495	450	2	Yes	1903	
	Cape Girardeau	8,475	40	28	130	15	(*)	6	1	850	450	1	Yes	1903	
	Kansas City	245,341	10	2,511	1,476	6	17	6	69	750	600	450	1	Yes	1896
	Kirkwood	4,171	1	68	50	5	6	2	2	700	600	300	1	Yes	1908
	Marionville	1,183	51	60	178	45	5	7	1	400	450	2	Yes	(*)	
MONTANA	St. Joseph	77,403	2	80	170	70	6	(*)	2	810	450	1	Yes	1909	
	St. Louis	687,029	155	11,025	5,537	6	(*)	272	1,120	920	700	1	Yes	1873	
NEBRASKA	Helena	12,515	6	130	190	95	4	6	6	1,200	960	600	1	Yes	1893
	Albion	1,584	68	64	176	47	5	6	1	630	450	450	2	Yes	1901
NEBRASKA	Aurora	2,030	113	90	78	44	7	2	2	540	450	450	2	Yes	1912
	Barnes	743	31	35	190	27	5	6	1	585	450	135	2	Yes	(*)
	Broken Bow	2,725	1	110	180	77	5	(*)	2	630	450	135	2	Yes	(*)
	Cedar Rapids	5,676	25	41	175	32	5	6	1	465	540	180	2	Yes	1902
	Columbus	5,014	215	110	180	85	5	6	2	585	540	180	2	Yes	1899
	Dundee	1,023	43	43	180	30	5	(*)	1	630	450	180	2	Yes	1910
	Edgar	1,080	46	40	172	15	5	6	1	465	540	180	2	Yes	1907
	Falls City	3,263	140	410	175	8	6	(*)	6	540	180	180	2	Yes	1897
	Frederick	1,526	65	40	173	22	5	7	1	585	585	1	2	Yes	1909
	Frederick	8,718	374	175	178	165	5	6	5	600	460	1	2	Yes	1909
NEBRASKA	Geneva	1,741	74	29	175	24	5	8	1	517	540	405	2	Yes	(*)
	Genoa	1,376	59	45	175	38	5	(*)	1	540	405	405	2	Yes	1904
	Harvard	1,102	47	27	180	25	5	7	1	450	405	405	2	Yes	(*)
	Harvard	2,680	115	75	180	60	5	6	1	540	405	405	2	Yes	1905
	Kearney	6,202	266	250	180	228	5	(*)	8	562	495	405	2	Yes	(*)

* In some cases two sessions.

* Not fixed; depends on development.

* Estimated.

* No data.

* Approximate.

* In some cases two sessions.

* Not fixed; depends on development.

* Estimated.

* No data.

* Approximate.

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* Estimated.

* No data.

* Approximate.

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* Estimated.

* No data.

* Approximate.

* In some cases two sessions.

* Not fixed; depends on development.

* Estimated.

* No data.

* Approximate.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergar- ten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
NEBRASKA—continued.																		
Lincoln.....	43,973	1,891	14	852	175	692	42	6	14	\$765	\$385	\$450	\$315	11	Yes...	1893	High-school graduate; 2 years' kindergar- ten training; 2 years' experience.	
Minneapolis.....	1,559	67	1	40	179	26	42	6	(?)	5	495	450	180	180	2	Yes...	1910	Normal-school graduation.
North Platte.....	6,025	259	6	143	172	86	5	(?)	5	585	465	180	180	2	Yes...	1910	Graduate from standard kindergarten. Training school.	
North Platte.....	1,105	47	1	28	180	20	5	(?)	1	540	500	500	420	11	Yes...	1905	State normal school.	
Omaha.....	124,066	5,336	35	1,908	190	1,237	5	6	52	830	500	500	420	2	Yes...	1893	High-school graduation and teachers training school.	
Omaha.....	1,200	52	1	23	177	117	5	(?)	1	675	.....	.....	.....	2	Yes...	(?)	First grade county or State kindergarten certificate.
Red Cloud.....	1,686	72	2	72	175	55	5	(?)	2	540	450	450	300	2	Yes...	(?)	Normal school training.	
St. Paul.....	1,336	57	1	28	178	16	5	6	1	495	450	.....	.....	2	Yes...	1906	State certificate, complete course.
Scotts Bluff.....	1,746	75	2	100	170	50	5	8	1	675	540	.....	.....	2	Yes...	1906	City certificate.
Seward.....	2,106	91	2	67	175	42	5	6	1	495	450	.....	.....	2	Yes...	(?)	Regular kindergarten training.
South Omaha.....	20,259	1,129	12	538	190	189	5	6	12	713	570	523	475	2	Yes...	1909	High-school graduation; 2 years' kindergar- ten training.	
Stanton.....	1,702	73	2	40	173	36	5	7	1	450	430	.....	.....	2	Yes...	1902	City State certificate; 2 years' experience.
Tecumseh.....	1,718	75	2	40	175	35	5	7	1	585	450	.....	.....	2	Yes...	1908	City first-grade certificate.
Tulsa.....	1,324	66	2	48	180	32	5	6	1	495	495	.....	.....	2	Yes...	1911	City State certificate.
Valentine.....	1,068	47	1	28	174	40	5	(?)	1	585	585	.....	.....	2	Yes...	1912	Special training, experience.
Wayne.....	2,140	92	2	60	175	50	5	7	2	585	540	135	90	2	Yes...	1909	Graduation from standard kindergarten training school.	
West Point.....	1,776	76	2	30	175	25	5	(?)	2	450	225	225	225	2	Yes...	1908	No special requirement.	
Wilber.....	1,219	52	2	38	176	32	5	(?)	1	563	.....	.....	.....	2	Yes...	(?)	Normal-school graduation in kindergarten course.
York.....	6,235	268	2	101	175	68	5	6	2	585	450	405	270	2	Yes...	1900	Kindergarten training school graduation.	
NEVADA.																		
Goldfield.....	4,838	107	1	48	184	40	5	6	1	1,350	675	.....	.....	1	.....	1909	Kindergarten college graduation.
Reno.....	10,867	367	2	131	177	64	43	6	3	900	.....	.....	.....	1	.....	1895	Graduation from recognized kindergarten training school.

* No standard; depends on efficiency.

Estimated.

No data.

Not fixed; depends on development.

In some cases two sessions.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten estab- lished.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
NEW JERSEY—continued.																		
East Rutherford.....	4,273	184	0	135	189	81	4	7	3	\$600				2	Yes	1893		Normal or kindergarten training school.
East Harbor.....	2,181	94	2	42	187	35	5	6	1	675				2	Yes	1892		No standard.
Englewood.....	9,024	428	5	221	185	129	4	6	8	\$80	\$600	\$600	\$500	1	Yes	1895		High-school graduation; 2 years' kinder- garten training school.
Fairview.....	2,441	105	4	118	180	108	4	7	2	\$225	\$225			2	Yes	(1)		Special kindergarten certificate; 2 years' special training.
Flemington.....	2,093	116	2	35	186	30	4	7	1	\$600	\$600			2	Yes	1900		Normal kindergarten training.
Garfield.....	10,213	439	4	324	193	237	4	7	4	\$750	\$450	\$750	\$450	2	Yes	1902		High-school graduation; 2 years' normal.
Garwood.....	1,118	48	1	53	184	20	4	7	1	675	\$600			1	Yes	1908		New Jersey special kindergarten certi- ficate.
Glenn Ridge.....	2,280	140	3	135	181	81	4	6	4	\$550	\$550	\$700	\$600	1	Yes	1893		Kindergarten training school graduation.
Hackensack.....	12,060	604	4	402	186	236	4	6	12	\$900	\$700	\$800	\$600	2	Yes	1894		Special kindergarten certificate.
Hackensack.....	2,715	117	1	56	184	35	5	5	1	\$500				2	Yes	1907		High-school graduation; special kinder- garten training.
Haddonfield.....	4,142	178	2	56	182	25	4	(1)	1	\$550	\$550			2	Yes	1908		New Jersey special kindergarten certi- ficate.
Haledon.....	2,500	107	2	84	187	44	4	7	2	\$700	\$750			2	Yes	1898		High-school graduation; special kinder- garten training.
Hammononton.....	5,068	219	2	159	184	43	4	7	2	\$650	\$650	\$200		2	Yes	1894		Graduation from approved kindergarten training school.
Haworth.....	2,155	93	2	63	180	37	4	7	1	\$725				2	Yes	1898		Graduation from normal-school course.
Haworth.....	2,888	25	1	15	183	6	4	6	1	\$720	\$720			1	Yes	(1)		General teacher's certificate and special kindergarten certificate.
Hawthorne.....	3,400	146	3	109	182	81	4	6	3	\$800	\$600			2	Yes	(1)		Kindergarten training school or normal school.
High Bridge.....	1,545	66	2	42	185	25	4	7	1	\$25	\$25			2	Yes	1903		Kindergarten training teacher's certi- ficate.
Hoboken.....	70,324	3,024	18	852	194	679	4	7	18	\$1,300	\$900	\$1,200	\$600	2	Yes	1897		Normal-school graduation; special kin- dergarten certificate.
Jamestown.....	2,075	89	2	72	190	50	5	(1)	1	\$500	\$500			2	Yes	(1)		Standard normal kindergarten course.

STATISTICS OF PUBLIC KINDERGARTENS.

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City	1907	1908	1909	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922	1923	1924	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	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TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
NEW JERSEY—contd.																		
Rutherford.....	7,046	303	3	170	188	107	4	7	3	\$800	\$525				12	Yes	1890	High-school graduation; kindergarten training-school graduation; 2 years' experience.
Salem.....	6,614	284	2	58	185	24	4	7	1	550					2	Yes	(1)	Four years' approved high school; exami- nation in kindergarten work.
South Plain- field.....	1,000	43	1	36	184	23	4	6	1	650	600				1	Yes	1909	State or county special certificate.
Summit.....	1,220	52	2	56	182	24	4	6	1	675	600				2	Yes	1901	High-school graduation; kindergarten training-school graduation.
Union.....	5,080	218	4	115	188	57	4	6	3	650	625	\$200			2	Yes	1904	Kindergarten training-school graduation.
West Orange.	6,014	259	3	154	186	82	4	6	5	875	600	500	\$400		1	Yes	1900	High-school graduation; 2 years' normal training.
Westfield.....	4,772	205	6	128	165	90	4	7	3	600	550				2	Yes	1908	High-school graduation; special normal or kindergarten training.
Springfield.....	1,278	54	1	49	186	33	4	7	1	650	600				2	Yes	1901	High-school graduation; kindergarten training-school graduation.
Summit.....	1,212	52	3	150	192	112	4	(7)	4	650	600	500	500	2	Yes	(7)	1900	Special kindergarten certificate.
Trenton.....	2,756	118	1	51	186	22	4	6	1	750					1	Yes		Graduation from kindergarten training school for normal.
Trenton.....	1,120	49	2	42	192	26	4	6	1	600	450				2	Yes	1905	Graduation from normal or kindergarten training school.
Trenton.....	90,815	4,163	54	1,969	192	1,173	4	6	55	840	440	840	440		2	Yes	1888	Graduation from high school; graduation from kindergarten training or normal school.
Vernon.....	1,675	72	1	35	188	17	4	6	1	700	700				1	Yes	1904	Normal-school training.
Washington.....	3,448	191	2	127	190	64	4	6	1	600	575				2	Yes	1899	Graduation from kindergarten training school.
West Hoboken.....	35,403	1,522	10	409	193	360	4	7	6	998	636				2	Yes	1901	Normal-school training.
West New York.....	13,560	583	5	292	194	140	4	7	4	950	800				2	Yes	1903	Kindergarten certificate.
Westfield.....	6,420	276	4	143	181	108	4	6	5	650	600	400	400		1	Yes	1896	High-school graduation; 2 years' ap- proved kindergarten training.

STATISTICS OF PUBLIC KINDERGARTENS.

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	2,300	102	2	66	168	43	4	7	1	720		2	Yes	1900	Graduation from kindergarten training school.
Woodhams	1,043	44	2	35	196	31	6	7	1	575	500	2	Yes	1909	Normal-school and special training.
NEW BRUNSWICK															
Santa Fe	5,072	218	2	30	180	24	5	7	1	660	660	2	Yes	1902	Special kindergarten training.
NEW YORK															
Albany	1,677	71	2	72	195	40	44	(3)	1	480	400	2	Yes	1902	Normal-school graduation.
Albany	100,263	4,310	26	1,068	185	615	4	6	33	900	500	1	Yes	1902	Graduation from training school approved by State board.
Allegany	1,286	55	1	21	190	13	4	(2)	1	475	425	2	Yes	1900	Normal training course.
Amsterdam	31,267	1,244	6	451	192	360	5	64	6	560	450	1	Yes	1902	Graduation from kindergarten training school.
Auburn	24,668	1,460	8	262	187	151	4	6	8	600	550	4	Yes	1909	Diploma of normal school or equivalent.
Binghamton	48,443	2,063	14	738	194	468	4	6	25	600	400	2	Yes	1903	Normal-school graduation.
Brockton	1,181	50	1	30	190	15	5	6	1	475	500	1	Yes	1903	Graduation from kindergarten course in State normal school.
Brownville	1,893	79	1	38	186	26	4	6	2	1,000	500	1	Yes	1905	Graduation from recognized kindergarten training school.
Buffalo	423,715	18,719	53	3,100	192	2,256	4	(2)	77	900	500	2	Yes	1902	High-school graduation; kindergarten training-school graduation.
Campharville	2,273	97	2	40	188	33	5	(2)	1	600	570	2	Yes	1908	Graduation from kindergarten department, normal school.
Canton	2,701	116	2	35	192	23	4	6	1	550	500	2	Yes	1903	Graduation from normal or kindergarten training school.
Catskill	5,296	227	2	45	190	23	4	7	1	500	500	2	Yes	1900	State certificate.
Catskill	1,166	49	2	31	186	22	4	6	1	450	400	2	Yes	1907	Graduation from normal school.
Cobleskill	24,709	1,062	4	163	191	85	4	6	4	550	550	1	Yes	1903	State kindergarten certificate.
Cortland	11,504	494	1	35	187	23	5	6	1	600	400	2	Yes	1909	Normal-school training.
Cornwall	2,494	107	1	51	187	39	5	7	1	450	450	2	Yes	1907	Normal-school graduation.
Danville	2,938	168	1	36	180	20	4	6	1	425	425	1	Yes	1902	Normal-school training.
Delaware	1,726	74	1	30	190	28	4	6	1	450	383	1	Yes	1902	Normal-school training.
Delaware	1,726	124	1	30	190	28	4	6	1	450	383	1	Yes	1902	Normal-school training.
Dunkirk	17,221	740	5	249	191	147	4	6	5	600	400	2	Yes	1905	Normal graduation, normal kindergarten course.
East Aurora	2,731	119	1	46	192	30	4	6	2	500	500	1	Yes	1903	State kindergarten license.
East Rockaway	1,300	51	1	21	186	17	4	6	1	250	500	1	Yes	1910	Graduation from some good normal.
East Syracuse	3,274	140	2	50	200	17	4	6	1	350	500	2	Yes	1909	New York State license.
Englekill on Hudson	3,902	167	2	74	190	66	6	(2)	1	600	550	2	Yes	1907	Course in recognized kindergarten training school.
Fort Edward	3,762	161	2	106	183	80	4	6	4	600	440	1	Yes	1903	Graduation from State normal.
Frederick	5,265	227	2	86	192	63	4	6	2	500	400	2	Yes	1903	Diploma of kindergarten normal school.
Frederick	5,265	227	2	86	192	63	4	6	2	500	400	2	Yes	1904	Normal-school training or equivalent.
Garden City	4,836	207	1	152	187	89	4	6	3	700	600	2	Yes	1904	Two years' training course; special certificate.
Garden City	(7)			23	179	17	4	6	1	660		1	Yes	1902	Two years' training course; special certificate.

1 Kindergarten in forenoon, first-grade work for advanced children in afternoon.

2 Not fixed; depends on development.

3 Approximate.

4 In some cases two sessions.

5 Estimated.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
NEW YORK—contd.																		
Geneva.....	12,446	535	4	206	191	171	4	6	6	\$625	\$450	\$525	\$400	1	Yes	1894	Kindergarten certificate.	
Glen Cove.....	8,000	344	2	1115	189	73	4	6	3	650	500	650	500	2	Yes	1899	State license.	
Gloversville.....	20,642	887	1	258	192	192	5	6	7	550	450	550	450	2	Yes	1899	Normal-school diploma or State standard.	
Gowanda.....	2,012	86	3	37	189	21	5	6	1	451	725	725	725	2	Yes	1897	State certificate based on kindergarten training.	
Greensport.....	3,069	132	2	82	187	41	4	6	1	725	725	725	725	2	Yes	1900	State certificate based on kindergarten training.	
Hempstead.....	4,964	213	2	34	186	21	4	6	2	700	600	700	600	1	Yes	1900	Graduation from normal or kindergarten training school.	
Hertford.....	7,590	323	6	105	186	62	4	6	2	575	500	500	500	1	Yes	1907	Normal kindergarten or special kindergarten course.	
Hilburn.....	1,090	46	2	56	200	29	4	6	2	400	400	400	400	1	Yes	1909	Graduation from approved kindergarten training school.	
Hornell.....	13,617	585	5	223	190	108	4	6	5	600	450	600	450	2	Yes	1898	Graduation from State normal.	
Hudson Falls.....	5,189	223	1	67	200	145	4	6	3	475	400	475	400	1	Yes	1904	Normal-school graduation.	
Hunt.....	6,588	283	3	159	187	61	4	6	3	500	450	500	450	2	Yes	1904	Graduation from standard kindergarten training school.	
Irvington.....	2,319	99	1	24	191	15	4	6	1	725	725	725	725	2	Yes	1903	Normal-school graduation.	
Ilwaco.....	14,802	636	5	140	186	86	4	6	5	600	450	600	450	2	Yes	1903	Normal-school graduation.	
Jamestown.....	31,297	1,345	9	684	184	449	5	6	13	600	450	600	450	2	Yes	1893	Graduation from kindergarten training school.	
Johnstown.....	10,447	449	4	152	190	122	5	6	4	575	500	575	500	2	Yes	1900	Normal-school graduation.	
Kesewille.....	1,835	78	1	20	189	16	4	6	1	500	500	500	500	2	Yes	1900	State special training.	
Kennore.....	1,020	43	2	44	193	37	4	6	1	700	500	700	500	2	Yes	1910	Normal-school graduation.	
Lackawanna.....	14,649	625	2	61	190	36	4	6	2	550	450	550	450	2	Yes	1911	Normal certificate.	
Lake Placid.....	4,362	157	2	30	187	15	4	6	1	680	400	680	400	2	Yes	1905	Normal-school graduation.	
Lancaster.....	7,364	187	1	180	184	103	4	6	5	540	405	540	405	1	Yes	1895	Normal kindergarten course.	
Lansburgh.....	7,189	161	3	124	182	88	4	6	3	750	600	750	600	2	Yes	1898	State license.	
Laurens.....	1,000	40	2	70	186	39	5	6	2	600	450	600	450	2	Yes	1905	Normal training.	
Laurens, A.....	3,775	162	2	102	182	75	5	6	2	500	450	500	450	2	Yes	1907	Normal course or equivalent.	

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	12,273	527	5	206	186	110	3	(*)	3	1	500	500	1	Yes	1898	
Little Falls	1,268	58	1	38	193	23	4	(*)	1	1	500	400	2	Yes	(1)	State certificate.
Little Valley	17,970	772	8	200	188	102	4	5	4	4	500	400	2	Yes	1896	Normal school certificate.
Lebanon																Graduation from approved kindergarten training school.
Lynbrook	4,400	101	1	54	148	21	4	6	1	1	575	575	1	Yes	1893	Kindergarten and primary course.
Madison	6,727	284	2	71	181	64	4	6	1	1	500	500	2	Yes	1896	Diploma of kindergarten normal school.
Medford	5,482	244	2	100	190	80	5	7	2	2	500	450	2	Yes	1898	Normal, special kindergarten work.
Millbrook	1,136	48	1	35	190	18	5	7	1	1	500	500	1	Yes	1903	Normal or kindergarten training school.
Minerva	1,881	46	1	35	188	32	5	7	1	1	700	600	1	Yes	1904	Normal-school graduation.
Mount Vernon	30,919	1,329	10	460	180	191	4	6	11	1	200	600	1	Yes	1906	Normal training school graduation.
New Paltz	1,280	52	1	25	180	14	4	6	1	1	900	800	2	Yes	(1)	High-school graduation or equivalent.
New Rochelle	28,867	1,241	14	721	185	341	4	6	16	1	1,050	600	2	Yes	1893	Normal or approved training school.
New York	4,766,883	204,975	847	52,226	192	23,158	4	6	834	1,250	600	600	2	Yes	1893	Two years' professional training; State certificate.
Niagara Falls	30,445	1,309	10	625	193	372	4	(*)	18	600	500	400	2	Yes	1891	High-school graduation; 2 years' professional training.
North Tarrytown	5,421	233	2	114	190	45	4	6	2	725	600	600	2	Yes	1891	(1)
North Tonawanda	11,955	514	8	323	198	153	4	6	5	700	450	450	2	Yes	1900	Two years' training; State license.
Nyack	4,019	198	1	68	190	33	4	6	1	700	650	650	2	Yes	1891	Graduation from kindergarten training school.
Olean	14,743	633	7	300	190	222	5	(*)	7	600	450	450	2	Yes	1898	Normal diploma.
Oneonta	9,401	313	1	48	180	27	4	6	3	725	500	500	2	Yes	(1)	Normal-school graduation.
Oswego	11,480	463	13	99	192	57	4	6	3	500	500	500	2	Yes	1888	Normal-school graduation.
Owego	4,633	196	4	144	186	23	4	6	2	500	500	500	2	Yes	1899	Normal training.
Packkill, dist. No. 8	15,945	655	4	124	186	93	5	(*)	2	600	550	500	2	Yes	1907	State license.
Packkill, dist. No. 9	681	31	2	70	187	42	4	(*)	2	600	500	500	2	Yes	1907	State requirements.
Perry	4,388	716	1	64	188	39	5	(*)	1	450	500	500	2	Yes	1902	Normal-school graduation.
Persimmon	1,380	64	1	48	188	34	5	(*)	1	450	500	500	2	Yes	1902	Normal-school graduation.
Plattsburgh	11,138	523	4	145	190	84	5	6	4	500	400	400	2	Yes	1900	Diploma of normal school.
Pleasantville	2,207	103	1	35	200	20	5	6	1	650	650	500	2	Yes	1906	State normal school.
Port Chester	12,809	602	5	403	190	307	5	7	8	1,000	650	500	2	Yes	1898	(1)
Port Jervis	9,564	449	2	59	192	36	5	(*)	2	600	450	450	2	Yes	1909	Special training in recognized kindergarten training school.
Poughkeepsie	27,936	1,312	7	345	192	258	5	(*)	7	600	500	500	1	Yes	(1)	Normal-school graduation.
Rochester	218,111	9,460	2	107	188	80	4	6	2	550	550	550	1	Yes	1902	Diploma of normal school.
Rochester	218,111	9,460	2	107	188	80	4	6	2	550	550	550	1	Yes	1898	Two years' normal training.
Rochville Center	3,467	157	6	324	196	2,068	4	6	89	1,050	550	500	2	Yes	1897	Kindergarten training.
Roseton	20,467	881	10	290	186	250	5	7	6	500	450	450	2	Yes	1893	Kindergarten teacher's certificate.
Rye	3,964	170	3	106	186	11	5	7	3	700	400	400	1	Yes	1909	State license.
Salem	1,250	53	1	15	180	15	4	6	8	400	400	400	2	Yes	1910	Normal-school training.
Saratoga Springs	12,693	545	5	170	190	153	4	6	18	750	500	500	1	Yes	1892	New York State kindergarten certificate.
Schenectady	72,826	3,131	18	618	180	413	4	6	18	750	500	500	1	Yes	1897	Graduation from normal or approved kindergarten training school.

* For musician.
 * Largest salaries for teachers of two sessions; smallest salaries for teachers of one session.
 * First half-year in kindergarten work; last half-year in first-grade work.
 * Kindergarten in forenoon; first-grade work for advanced children in afternoon.

1 Estimated.
 2 Not stated; depends on development.
 3 No data.
 4 Approximate.
 5 Untrained assistant.

KINDERGARTENS IN THE UNITED STATES.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergarten teachers.		Same teacher in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NEW YORK—Contd.																	
Bozale.....	2,937	126	1	102	188	30	4	6	1	\$650					1	1903	Normal kindergarten course.
Bozale Falls.....	6,598	282	2	74	187	38	4	6	1	550					2	1905	Normal kindergarten training.
Bozay.....	5,139	220	2	86	185	80	4	6	2	750					1	1898	State license.
Bozay Falls.....	2,247	96	2	71	190	43	4	6	1	450					2	1907	Normal kindergarten graduation.
Bozay Valley.....	2,353	101	1	130	189	23	5	6	1	570					1	1908	Normal-school graduation.
Syracuse.....	137,249	5,901	29	2,143	200	1,878	4	(*)	42	750	400	\$750	\$400		2	1894	High-school graduation; 2 years' training in kindergarten.
Tarrytown.....	5,000	240	1	90	186	54	5	7	2	800	650		600		1	1900	Graduation from normal school in New York State.
Tarrytown.....	8,280	356	4	118	183	74	4	6	2	600	400		400		2	1908	Kindergarten course in normal school.
Tarrytown.....	78,813	3,302	12	667	187	312	4	6	20	650	400	650	400		1	1898	High-school graduation; kindergarten training school graduation.
Tarrytown.....	2,722	116	4	120	190	90	5	6	34	900	600	500	500		1	1890	State kindergarten certificate.
Tarrytown.....	74,419	3,200	30	1,488	191	787	4	6	20	700	450	700	450		2	1893	Normal-school graduation.
Tarrytown.....	4,004	172	1	110	192	48	5	(*)	1	500	450		450		2	1905	State normal school license.
Tarrytown.....	3,208	137	1	42	187	25	4	6	1	550	550				1	1896	Normal-school graduation.
Tarrytown.....	3,245	139	2	67	185	33	4	6	1	525					2	1910	Kindergarten training or normal-school graduation.
Tarrytown.....	3,931	168	2	50	190	35	4	6	2	600	450				1	(*)	Graduation from normal kindergarten course.
Tarrytown.....	26,730	1,149	9	407	189	237	44	6	11	500	460	500	460		2	1901	Normal-school graduation.
Tarrytown.....	16,074	648	3	106	187	60	4	6	3	550	450				1	1898	Kindergarten diploma from normal or training school.
Tarrytown.....	4,382	188	2	79	192	153	4	6	2	500		250			1	1910	Normal-school training.
Tarrytown.....	2,685	128	1	96	186	39	4	6	2	600	400	400	320		1	1897	State certificate.
Tarrytown.....	16,949	685	6	219	190	150	5	(*)	8	900	650				2	1893	Normal-school graduation.
Tarrytown.....	79,803	3,431	18	1,072	190	584	4	6	23	750	500	750	500		2	1890	Graduation from high school; approved kindergarten training school certificate.

STATISTICS OF PUBLIC KINDERGARTENS.

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NORTH CAROLINA.									
Asheville.....	18,762	606	5	373	190	150	3	6	10
Washington.....	6,211	267	1	53	157	48	5	6	2
NORTH DAKOTA.									
Beech.....	1,003	43	1	43	176	32	6	7	1
Cooperstown.....	1,019	43	1	26	180	20	5	17	1
Litchville.....	464	20	1	23	60	20	4	6	1
OHIO.									
Akron.....	66,067	2,969	30	1,551	190	805	5	6	20
Barberton.....	9,410	494	2	60	183	48	5	6	1
Bellevue.....	5,206	223	2	64	176	45	4	6	1
Canton.....	50,217	2,159	3	112	185	74	4	6	3
Cincinnati.....	363,391	15,634	46	2,833	200	1,883	6	6	72
Cleveland.....	560,663	24,108	142	5,163	173	4,124	5	6	127
Dayton.....	118,577	5,012	23	1,267	190	721	5	6	21
Delaware.....	9,076	390	1	38	180	26	4	6	1
Elyria.....	14,825	637	6	182	188	172	5	6	6
Findlay.....	9,597	412	4	110	174	65	4	7	2
Geneva.....	2,466	107	1	42	184	30	4	16	2
Greenville.....	6,237	267	2	54	180	31	4	16	2
Lakewood.....	15,181	632	4	245	175	140	5	6	5
Lebanon.....	2,668	115	1	41	190	35	5	6	2
Lodi.....	3,439	147	1	51	195	38	5	6	1
Mansfield.....	20,768	883	8	341	175	1,224	4	6	16
Medina.....	2,734	117	1	38	180	27	4	6	1
Napoleon.....	4,007	172	2	51	176	43	4	6	1

Graduation from kindergarten training school.

Diploma of kindergarten training school.

Graduation from kindergarten training school.

Normal-school training; 1 year's special kindergarten training.

Graduation from kindergarten training school.

High-school graduation; kindergarten training.

Graduation from kindergarten college.

Graduation from kindergarten training school.

Do.

High-school training; 2 years' professional training.

Graduation from kindergarten training school.

High-school graduation; 2 years' normal training.

Graduation from approved kindergarten training school.

Graduation after 2 years' kindergarten course.

Graduation from training school.

Graduation from kindergarten training school.

Graduation from approved kindergarten training school.

Graduation from Cincinnati kindergarten training school.

Graduation from college; special training.

Graduation from kindergarten training school.

Two years' special training.

Graduation from recognized training course.

First half year in kindergarten work; last half year in first-grade work.

In some cases two sessions.

Highest salary for university graduate, lowest salary for high-school graduate.

Cadets from training school.

Approximate.

Not fixed; depends on development.

Estimated.

No data.

Kindergarten part time and some first-grade work; different children.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kindergar- tens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kindergar- ten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kindergar- tens established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
OHIO—continued.																		
Norwalk.....	7,858	337	1	76	185	40	5	6	1	\$570		\$238			2	Yes	1906	Graduation from high school; graduation from kindergarten training school.
Norwood.....	16,185	685	4	1,160	193	133	5	(1)	7	750	\$450	\$400		1			1903	Graduation from recognized training school.
Oxford.....	2,017	86	1	23	180	18	5	6	1	1,000				1			1909	Graduation from recognized kindergarten training school.
Perkinsmouth.....	23,481	1,008	4	1,160	160	100	4	6	4	320	200	300		1			1911	Two years' training course.
St. Bernard.....	5,002	215	2	60	195	50	44	54	2	750	500	300		1			1910	Graduation from recognized kindergarten training school.
Springfield.....	45,931	1,974	5	265	184	137	6	(1)	10	750	400	200	120	1			1892	Graduation from 2 years' kindergarten training course.
Toledo.....	108,497	7,245	76	3,729	185	2,044	41	6	80	850	400	650	400	2	Yes		1901	Graduation from high school; graduation from law kindergarten training school.
Washington Court House.....	7,277	312	3	95	174	85	54	(1)	3	575	400			2	Yes		1904	High school graduation; 1 year's State normal.
Wellington.....	2,131	91	1	30	180	20	4	6	(1)					1			1910	
OKLAHOMA.																		
Blackwell.....	3,266	140	2	80	180	67	5	7	2	650	570			2	Yes		1900	Diploma.
Frederick.....	3,027	130	1	72	180	60	4	6		675	450	450	315	2	Yes		1908	First-grade certificate.
Guthrie.....	11,454	501	6	355	175	200	4	6	6	630	540	270	135	1			(1)	Graduation from kindergarten college.
Kiefer.....	1,197	51	2	60	176	51	3-6	7	2	675	630	630		2	Yes		1911	Two years' kindergarten training.
Oklahoma City.....	64,205	2,760	48	1,469	176	1,029	4	6	30	765	540	450	405	2	Yes		1909	Graduation from kindergarten course; 1 year's experience.
PENNSYLVANIA.																		
Erle.....	66,525	2,688	3	276	190	150	4	6	6	532	427	450	430	1			1900	Graduation from high school; graduation from approved kindergarten training school.

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No data.
In some races two sessions.
Largest salaries for teachers of two sessions; smallest salaries for teachers of one session.
For musician.

* Estimated.
 † Not fixed; depends on development.
 ‡ Approximate.
 § Kindergarten part time and some first-grade work; different children.
 ¶ Cadets from training school.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census of 1910.	Estimated population of kindergarten age.	Public-school kindergartens.	Children enrolled in public-school kindergartens.	School year in days.	Average daily attendance.	Age children may enter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.			Assistant kindergarten teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kindergarten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
TEXAS.																	
El Paso.....	39,279	1,688	4	229	176	124	6	8	4	\$900	\$803	\$661		1		1904	Graduation from kindergarten training school; approved by State educational department.
Fort Worth.....	73,312	3,152	8	330	180	118	5	7	8	450	450	(*)	(*)	1		1910	High-school graduation or equivalent; graduation from kindergarten training school.
Texarkana.....	9,790	420	1	28	140	124	5	7	1	455	435	435		1		(*)	(*)
UTAH.																	
Europe.....	3,416	146	1	60	175	45	5	6	1	900	540			2	Yes	1909	Normal graduate.
Opie.....	26,580	1,069	10	365	176	310	4	6	10	900	500	300	\$300	1		1904	High-school graduation; 2 years' training.
Park City.....	3,439	147	3	85	173	165	4	7	3	630	495			1		1906	State standard.
Salt Lake City.....	92,777	3,989	18	1,351	177	768	4	5	25	1,020	600	540	480	2	Yes	1908	Graduation from kindergarten State normal course or equivalent.
VERMONT.																	
Burlington.....	20,468	890	6	150	180	125	3	5	10	374	262	216	180	1		1903	Graduation from kindergarten school.
Montpelier.....	7,556	337	1	42	171	29	4	(*)	2	600	505	540	450	1		1901	Normal training.
Newport.....	3,684	158	1	31	175	26	4	(*)	1	405	405			1		1906	Graduation from kindergarten training school.
Poultney.....	3,644	156	3	75	175	157	5	7	3	540	384	480	384	2	Yes	1909	Normal work.
St. Albans.....	6,381	274	2	106	175	62	4	(*)	3	382	382	90		1		(*)	Graduation from training school.
VIRGINIA.																	
Harrisonburg.....	4,879	209	2	78	177	48	4	6	2	900	360			1		1909	Graduation from good normal school.
Granwood.....	1,011	43	1	28	180	34	5	8	1	315				2	Yes	(*)	(*)
Richmond.....	127,628	5,468	15	718	181	449	5	8	22	585	450	495	360	1		1907	Graduation from kindergarten training school.

STATISTICS OF PUBLIC KINDERGARTENS.

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WASHINGTON.									
North Yakima.....	14,062	645	4	109	184	79	5	6	2
Seattle.....	237,194	1,027	14	215	186	111	5	0	6
Spokane.....	2,129	91	2	30	174	22	4	6	1
Spokane Valley.....									
WISCONSIN.									
Abbotsford.....	947	40	1	42	178	21	4	7	1
Antigo.....	7,196	309	6	298	176	217	4	(*)	6
Appleton.....	16,773	721	14	567	176	348	4	7	14
Arbor Vitae.....		64	1	420	178	15	4	57	1
Ashland.....	11,594	498	4	178	188	167	4	6	6
Barraboo.....	6,324	271	2	64	176	56	4	6	2
Bayfield.....	7(1)	650	11	87	177	53	4	6	2
Beaumont.....	15,125	652	27	540	185	208	4	6	12
Benton.....				39	180	25	4	6	1
Berlin.....	4,636	199	4	81	190	60	4	6	2
Black River Falls.....	1,917	81	2	41	180	22	4	8	1
Bloomer.....	1,204	51	1	45	180	140	(*)		(*)
Bloomington.....	630	28	1	20	177	16	4	(*)	1
Boscobel.....	1,525	65	1	37	180	16	4	(*)	1
Brandon.....	684	29	1	12	188	8	4	7	1
Cedarburg.....	498	21	2	68	196	45	4	6	1
Chesnut.....	436	18	1	33	180	17	4	(*)	1
Clamath.....	2,523	108	2	60	187	35	4	6	2
Claquett.....	1,553	78	1	57	176	30	4	6	1
Cudahy.....	3,691	158	2	90	194	48	4	6	1
Delavan.....	2,450	105	2	48	180	24	4	6	1
De Pere.....	4,477	192	1	50	186	238	4	(*)	1
Dunbar.....	1,127	48	1	38	178	16	4	(*)	1
East Troy.....	18,310	757	0	330	176	247	4	(*)	9
Elkhorn.....	1,707	73	1	25	180	18	4	(*)	1
Evansville.....	2,061	88	1	55	178	30	5	7	1
Frederic.....	1,838	78	1	45	185	34	4	6	1
Fond du Lac.....	18,797	908	16	611	185	367	4	(*)	16
Grand Rapids.....	6,521	280	4	139	177	92	4	6	4
Green Bay.....	25,226	1,085	1	56	190	30	4	6	1
Green Lake.....	563	24	1	20	180	15	4	6	1
Hancock.....	510	21	1	59	177	50	(*)	(*)	1
Hartford.....	2,982	128	1	61	180	56	4	6	1

* Approximate.

* Cadets from training school.

* Estimated.

* No data.

* Not fixed; depends on development.

Graduation from State kindergarten training school, experience.
Graduation from kindergarten training school.
Graduation from kindergarten training school.
Graduation from kindergarten training school.
Normal training.
Graduation from approved kindergarten training school.
Graduation from kindergarten school.
Normal or special school graduation.
Graduation after 2 years training.
State normal; special training in kindergarten.
Normal graduation.
State license.
Normal graduation.
High-school graduation.
Normal training.
Normal-school graduation.
Second-grade certificate.
Normal school course.
High-school graduation and training-school graduation.
State normal diploma.
Graduation from normal training.
Normal-school graduation.
Kindergarten certificate.
Normal diploma.
College normal diploma.
Kindergarten training school.
Graduation from standard kindergarten training school.
High-school graduation; kindergarten training school graduation.
Graduation from standard kindergarten training school.
Graduation from Chicago kindergarten college.
Normal training.
Third-grade certificate.
Normal graduation.

TABLE 5.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin- dergartens.	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garden teachers.		One or two sessions a day.	Same teachers in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Maximum salary.	Minimum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
WISCONSIN—contd.																		
Bayward.....	2,999	128	1	70	180	58	4	6	2	\$465	\$150	\$150	\$105	2	Yes	1889	State license; kindergarten certificate.	
Berkton.....	1,881	80	1	88	182	44	4	6	1	617	475			2	Yes	1910	State normal diploma.	
Eudson.....	2,810	120	1	30	175	20	4	6	1	450				2	Yes	1903	High-school graduation; graduation kin- dergarten school.	
Iron Belt.....	(1)	202	3	92	196	72	4	6	1	575	500			2	Yes	1902	State license.	
Kendama.....	21,371	918	16	146	174	270	4	16	8	628	500			2	Yes	1903	Two years' training.	
Kiel.....	1,244	52	2	60	105	36	4	6	1	500	450			2	Yes	1903	Graduation from State normal or ap- proved training school.	
La Crosse.....	30,417	1,307	12	49	188	302	4	(7)	10	750	500	100	150	2	Yes	1911	Normal-school diploma.	
Ladyman.....	2,553	109	2	110	179	34	4	6	2	590				1	Yes	1911	Graduation from approved college.	
Lake Geneva.....	3,929	135	2	83	180	33	4	6	2	517	450	472	317	2	Yes	1885	Kindergarten training school.	
Lake Mills.....	1,672	71	2	57	175	37	4	(1)	1	517				2	Yes	(1)	Graduation from training school.	
Laona.....	(1)		1	39	180	26	4	6	1	540	450			2	Yes	1910	Diploma from kindergarten course.	
Linden.....	580	24	1	10	180	6	4	6	1	405				2	Yes	(1)	Normal training.	
Little Chute.....	1,354	56	1	58	196	48	4	6	1	350				2	Yes	1900	Second or third grade certificate.	
Madison.....	25,531	1,097	9	284	192	413	4	(3)	5	600	550	350	240	2	Yes	1884	Graduation from approved kindergarten training school.	
Manitowish.....	13,027	560	12	350	196	290	4	6	6	650	500			2	Yes	(1)	Graduation from good kindergarten course.	
Manitowish.....	14,610	608	12	344	190	255	4	6	6	542	432	190		2	Yes	1898	Training-school graduation.	
Marquette.....	798	33	1	39	178	26	4	(1)	1	420				2	Yes	(1)	State requirements.	
Marshall.....	892	38	1	47	176	40	4	(1)	1	570				2	Yes	1903	Normal school.	
Marshfield.....	5,793	248	1	62	185	45	(3)	(1)	2	570	175	285	190	2	Yes	1910	Normal-school training school.	
Martinsville.....	868	37	1	35	177	18	4	6	1	450				2	Yes	1910	Normal-school training school.	
Mason.....	1,701	73	2	43	176	20	4	6	1	450	450			2	Yes	1900	Normal kindergarten course.	
Mayville.....	2,282	98	2	80	190	35	4	6	1	475	475	(1)	(1)	2	Yes	1910	Graduation from normal kindergarten training school.	
Medford.....	1,846	79	2	65	190	45	4	7	2	570	570			2	Yes	1896	State certificate.	
Mellen.....	1,833	78	2	55	180	48	4	6	1	510	450			2	Yes	1901	Graduation from normal kindergarten training school.	

STATISTICS OF PUBLIC KINDERGARTENS.

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	6,081	261	156	190	108	4	6	5	550	200	300	200	2	Yes	1880	Graduation from kindergarten training school.
Manochea	6,081	261	156	190	108	4	6	5	550	200	300	200	2	Yes	1880	Graduation from kindergarten training school.
Manomone	7,036	216	150	180	135	4	6	2	630	450			2	Yes	1883	Normal kindergarten training.
Manomone Falls	919	39	111	174	48	4	(1)	1	562				2	Yes	1910	Normal-school graduation.
Merrill	8,689	373	275	176	187	4	6	4	960	405	270	270	2	Yes	(1)	Graduation from kindergarten school.
Milwaukee	373,875	16,076	7,625	197	3,679	4	6	117	465	540	780	540	2	Yes	(1)	Normal-school kindergarten course.
Mineral Point	2,925	125	60	178	50	4	6	2	495	230	100		2	Yes	1906	Normal or first-grade diploma.
Monello	1,104	47	44	180	24	4	6	1	525	380	250		2	Yes	1898	Graduation from approved school.
Nemad	5,734	246	159	185	89	4	6	6	470	315			2	Yes	1906	Graduation from normal-school course.
Nemad	1,570	67	56	190	40	4	6	2	305				2	Yes	1907	Special kindergarten training.
Neshkoro	1,379	15	26	190	16	4	6	1	430				2	Yes	1901	Normal-school graduation.
New Glaris	7,084	30	37	180	18	4	6	1	495	450	150	150	2	Yes	(1)	Normal training; kindergarten course.
New London	3,383	145	2	180	33	4	6	2	675	450	355	315	2	Yes	1903	Graduation from kindergarten normal.
New Richmond	1,688	85	105	177	83	4	6	2	705	310			2	Yes	1903	Normal-school graduation; diploma.
Niagara	1,000	79	102	190	26	4	(1)	1	705	310			2	Yes	1907	Graduation from kindergarten department.
North Milwaukee	1,860	79	34	200	26	4	(1)	1	585	255	225		2	Yes	(1)	County certificate.
Oconto	5,629	241	135	180	900	5	6	2	382	405			2	Yes	(1)	Normal-school training.
Oconto Falls	1,427	61	120	178	43	4	6	1	450	405			2	Yes	1906	High-school graduation; 2 years' professional course.
Oregon	1,712	30	30	180	145	4	6	1	525	450	400	150	2	Yes	1896	High-school graduation; normal or college.
Oshkosh	33,062	1,421	834	195	575	4	(1)	25	450	180	225		2	Yes	1895	Normal graduation.
Phillips	1,946	83	91	178	65	4	6	2	450				2	Yes	1905	Normal-school graduation; normal or college.
Plymouth	3,084	132	72	175	45	4	6	2	585	405			2	Yes	1910	Normal-school.
Port Edwards	3,758	32	40	180	24	4	6	2	550	450			2	Yes	1900	Graduation from normal-training course.
Port Washington	3,792	162	2	43	200	37	4	6	700	450	500	400	2	Yes	1893	High-school graduation; 2 years' training.
Racine	38,072	1,634	729	190	539	4	6	18	405				2	Yes	(1)	County certificate; normal primary credits.
Readstown	315	21	73	177	43	5	(1)	1	450				2	Yes	1910	Normal-school kindergarten course.
Redgranite	1,521	65	108	177	62	4	(1)	1	495				2	Yes	(1)	Normal credits.
Redshurg	2,615	112	45	170	30	4	6	2	495	405	40	45	2	Yes	(1)	Graduation from training course.
Rib Lake	3,637	212	117	177	18	4	6	2	495	450			2	Yes	1900	Normal-school training.
Rich Lake	1,018	45	72	180	75	4	6	2	540	405			2	Yes	1884	Do.
Richard Center	2,968	173	115	176	65	4	6	2	600	400	450	400	2	Yes	1900	Graduation from kindergarten training school.
Richland Center	2,832	113	4	87	180	56	41	6	450				2	Yes	(1)	Normal-school certificate, or equivalent.
Schofield	889	37	74	180	71	4	6	1	450				2	Yes	1907	Do.
Shawano	2,923	125	86	180	71	4	6	1	600	400	450	400	2	Yes	1896	Normal-school graduation.
Sheboygan	26,398	1,135	756	196	575	4	6	21	475	390	390		2	Yes	1907	Do.
Sheboygan Falls	1,630	70	98	195	68	4	6	2	450	480			2	Yes	1909	Do.
South Milwaukee	6,092	281	77	200	50	4	6	1	450				2	Yes	(1)	Graduation from normal school.
Spooner	1,453	62	62	180	33	4	6	1	495	427			2	Yes	1902	Normal-school graduation.
Stevens Point	8,662	373	191	190	150	4	6	4	540	450	405	450	1	Yes	1907	Graduation from kindergarten training course.
Stoughton	4,761	204	2	117	180	58	4	6	570	617	412		2	Yes	1889	Do.
Sun Prairie	1,119	47	30	180	14	4	6	2	485	225	225		2	Yes	1902	Normal-school graduation.
Superior	40,384	1,736	1,037	186	518	4	6	21	485				2	Yes	1907	Do.
Tamawhaw	2,907	124	94	180	84	4	6	2	485				2	Yes	1902	Normal-school graduation.
Tomahawk	3,417	146	57	180	26	4	7	1	495				2	Yes	1907	Do.

* In some cases two sessions.

* Cadets from training school.

* Estimated.

* For musician.

* Approximate.

* Not fixed; depends on development.

* No data.

KINDERGARTENS IN THE UNITED STATES.

TABLE b.—Statistics of public-school kindergartens for year ended June 30, 1912—Continued.

Cities and towns.	Total population, cen- sus of 1910.	Estimated population of kindergarten age.	Public-school kinder- gartens.	Children enrolled in public-school kin-	School year in days.	Average daily attend- ance.	Age children may en- ter kindergarten.	Age children must leave kindergarten.	Kindergarten teachers.				Assistant kinder- garten teachers.		One or two sessions a day.	Same teacher in both sessions.	Public-school kinder- garten established.	Preparation required of kindergarten teachers.
									Number.	Maximum salary.	Minimum salary.	Maximum salary.	Minimum salary.	Maximum salary.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
WISCONSIN—contd.																		
Two Rivers.....	4,850	208	2	142	198	103	4	6	3	\$700	\$500	\$450	\$200	2	Yes	1876	Graduation from State normal, or equiva- lent.	
Viroqua.....	2,059	88	1	58	190	33	4	6	1	495	495			2	Yes	1904	Normal-school kindergarten training course.	
Waubesa.....	8,740	375	4	173	180	98	4	6	4	500	475	275	200	1	Yes	1908	Normal-kindergarten course.	
Waupun.....	2,789	119	2	75	180	65	4	6	1	522				2	Yes	1910	Special normal course.	
Waupun.....	3,362	144	2	65	190	60	4	6	2	600	500	300	200	2	Yes	(1)	Normal-kindergarten training.	
Wausau.....	16,500	713	7	554	180	350	4	(1)	14	540	450	135	135	2	Yes	1898	Normal-school graduation.	
West Allis.....	1,675	71	1	48	180	26	4	(1)	1	450	450			2	Yes	1903	Normal-school graduation, kindergarten department.	
West Allis.....	3,346	143	1	125	183	99	4	8	2	700	500	550	450	2	Yes	(1)	Normal training.	
West Allis.....	9,645	285	6	219	200	112	4	6	3	600	500			2	Yes	1907	Graduation from approved normal-train- ing school.	
Westboro.....	(1)	33	1	33	179	30	4	6	1	540	450			1	Yes	1906	Normal-kindergarten training.	
West De Pere.....	891	33	2	42	180	20	4	(1)	2	450	450			2	Yes	(1)	Normal-school graduation, or equivalent.	
West Milwaukee.....	1,458	68	1	150	200	90	4	6	2	575	450			2	Yes	1906	Normal-school diploma.	
WYOMING.																		
Casper.....	2,639	113	2	90	195	45	4	6	2	775	750			2	Yes	1908	Normal graduation.	
Lander.....	1,812	77	1	32	176	24	5	6	1	675				2	Yes	1910	Two years' special training.	
Rawlins.....	4,256	182	1	50	180	40	5	6	1	720	720			2	Yes	(1)	Special training.	
Thermopolis.....	1,524	65	1	30	170	17	5	(1)	1	755				2	Yes	(1)	Special training.	

* Estimated.

* Approximate.

* Not fixed; depends on development.

* No data.

TABLE 6. Statistics of kindergartens other than public for year ended June 30, 1912.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ALABAMA.													
Anniston.....	12,794	550	Free.....	(1)	1	80	180	160		2	\$120	\$64	Two years' kindergarten course.
Birmingham.....	133,085	5,706	Private.....	Graymont College Kindergarten.	1	40	175	25	\$0.50	1			
Do.....			Mission.....	Church of St. Mary's-on-the-Highlands.	1	87	177	39		2	\$85		Diploma from recognized kindergarten training school.
Do.....			Private.....	Margaretta K. Williams Kindergarten.	1	46	170	29	4.00	2			(2)
Fairhope.....	490	25	do.....	School of Organic Education.	1	30	155	15		2			(3)
Prichard.....	6,689	287	Association.....	St. Paul and Lindsay Kindergarten.	1	66	127	41		2			
Huntsville.....	7,611	327	do.....	Huntsville Kindergarten Association.	3	190	175	50		3	540		Two years' kindergarten training school.
Leesport.....	3,820	164	M.H. Association.....	Leesport Cotton Mills Neighborhood House Association.	1	125	180	40		2	405		Three years' training.
Montgomery.....	28,126	1,639	Association.....	West Point Manufacturing Co. Sheffield Free Kindergarten Association.	1	23	190	19		1	360	400	
Shawmut.....	(2)		M.H. Association.....		1	81	185	16		1	405		
Sheffield.....	4,865	208	Association.....		1	25	120	20					

* In classifying kindergartens in normal schools and colleges it is difficult to say whether they are public or private institutions. Strictly speaking, they are not public in the sense of being supported by the cities in which they are situated, and yet they are supported by State or county funds. Sometimes a tuition fee is asked. It has been decided therefore to place normal school kindergartens in the table other than public.

† Supported by donations.

‡ Estimated.

§ No data.

¶ Statistics for year ended June, 1913.

• Approximate.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teacher.
										Number.	Maximum salary.	Minimum salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ARIZONA.													
Phoenix.....	11,153	478	Private.....	Garden Kindergarten.....	1	30	160	21	\$5.00	1			
Tucson Canyon.....			Indian.....	Federal Government.....	1	35	132	33		1	\$600		Civil-service examination.
ARKANSAS.													
Fort Smith.....	28,975	1,288	Private.....	Miss Denton's Kindergarten.....	1	15	180	6	3.00	1			(?)
Do.....			Parochial.....	Immaculate Conception.....	2	80 (?)	70	10		2			
Hekema.....	8,772	377	Private.....	Hekema Kindergarten.....	1	32	100	10	3.00	1			
Hot Springs.....	14,434	620	do.....	Miss Jane Gray's Kindergarten.....	1	50	100	12	3.00	1			
Texasiana.....	5,666	242	Association.....	Texasiana Kindergarten Association.....	1	30	100	18		1	620		Graduation from recognized kindergarten training school.
CALIFORNIA.													
Alameda.....	23,393	1,005	Mission.....	Japanese Mission, M. E. Church School.....	1	18	271	12		1			Normal-school training.
Berkeley.....	40,636	1,738	Parochial.....	St. Joseph's Parish.....	3	120	180	110		4			
Coalinga.....	4,199	180	Private.....	Miss Robert's Kindergarten.....	1	20	150	10	13.00	1		\$900	Civil-service rating.
Fort Bluff.....	332	15	Indian.....	Federal Government.....	1	20	186	117		1	600	765	Normal-school training.
Fresno.....	24,862	1,070	Church.....	Seventh Day Adventists Church.....	1	38	180	28		2			
Hollywood.....	1,400	90	Private.....	Mrs. Louise Peck's Kindergarten.....	1	30	180	22	6.00	2			
Los Angeles.....	319,198	12,725	do.....	Berkeley Hall Junior School Kindergarten.....	1	25	245	15	6.00	2			
Do.....			do.....	Los Angeles Academy and Maryland School.....	1	19	175	12	7.50	1			
Do.....			Settlement.....	Neighborhood Settlement.....	1	70	186	25		3			(?)
Do.....			Private.....	Westlake School for Girls.....	1	20	170	10	6.00	1			
Do.....			Association.....	Japanese Children's Institute.....	1	40	110	15		2	420	210	Graduation from normal school.

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

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Oakland	150,174	6,437	do.	Central Free Kindergarten Association.	1	70	198	35	1	600	Graduation from kindergarten training school.
Do.			do.	N. Oakland Free Kindergarten Association.	1	35	225	28	2	480	Graduation from high school; graduation in kindergarten training school.
Do.			do.	W. Oakland Free Kindergarten Association.	1	127	191	48	3	600	do.
Do.			Private	Cottage Hill.	1	22	193	8	1		(1)
Do.			do.	Miss Morrison's Kindergarten	1	43	195	40	2		(1)
Pasadena.	30,291	1,302	do.	Polyschool Elementary School.	1	8	157	17	1		(1)
Do.			do.	Broadoaks Kindergarten.	1	35	165	130	3		(1)
San Diego.	39,578	1,701	do.	Westfield School.	1	21	175	12	1		(1)
San Francisco.	416,912	18,027	Association.	Golden Gate Kindergarten Association.	15	11,382	282	609	13	720	Two years course.
Do.			do.	Pioneer Kindergarten Society.	2	140	(1)	125	4	9,600	Normal-school training.
Do.			do.	Buford Free Kindergarten Society.	1	50	206	35	2	180	do.
COLORADO.											
Boulder.	9,539	409	Private	Freebelle House School.	1	9	170	7	1		(1)
Do.	41,368	1,908	M.H.	Colorado Fuel and Iron Co.	1	40	180	30	1	540	Graduation from kindergarten training school.
Trinidad.	10,294	438	Private	Trinidad Kindergarten.	1	32	200	16	1		(1)
CONNECTICUT.											
Bridgport.	102,064	4,388	Normal	Connecticut Froebel Normal Kindergarten and Primary.	1	22	175	18	5		(1)
Do.			Normal	Smith Froebel Kindergarten.	1	42	170	25	3		(1)
Do.			Private	West End Private School.	1	15	240	10	6		(1)
Danbury.	23,502	1,010	do.	Opportunity Club.	1	41	147	24	2	540	Kindergarten training.
Hartford.	98,913	4,253	Parochial.	Parish Schools of Hartford.	24	1,678	184	331	49	360	Graduation from approved kindergarten training school.
Do.			Private	The Little School.	1	16	140	11			(1)
Millford.	4,366	187	do.	Miss Warner's Kindergarten.	1	6	184	4	1		
Myrtle.	4,500	193	do.	Miss M. Louisa Partridge.	1	4	140	4	1		
New Britain.	43,916	1,888	Parochial.	St. Andrew's Lithuanian (R. C.).	1	30	130		1		No special requirement.
New Canaan.	3,667	157	Private	Miss Rogers's Kindergarten.	1	9	132	5	1		(1)
New Haven.	123,605	5,745	Association.	Film City Free Kindergarten Association.	2	120	192	496	4		High-school and normal-school.

* Teachers are Sisters.

* Teachers are 8
Approximate.

* Teachers
 Approx 10
 No data.

Practice students in kindergarten training school.

Practice stu
Estimated

*Practitioners in kindergarten through grade 12. †Estimated. ‡Statistics for year ended June, 1913.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1919—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max im u m salary.	Min i m u m salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CONNECTICUT—contd.													
New Haven.....			Private.....	Miss Johnston's Kindergarten.	1	5	177	5	\$6.00	1			()
Do.....			do.....	Miss Lum's Private-School.	1	20	159	20	10.00	2			()
New Milford.....	5,010	215	do.....	Sunny Nook.....	1	20	170	18	2.50	1			()
Newtown.....	24,211	1,041	Private.....	The Froebel Kindergarten.	1	15	165	18	5.00	2	\$600	\$270	Two years' approved kindergarten training.
Ridgeland.....	3,118	133	Free.....	Ridgeland Kindergarten Association.	1	43	180	28		2			()
South Norwalk.....	8,968	386	Private.....	Florence A. McMahon.....	1	16	180	10	6.00	1			State standard.
Stamford.....	28,836	1,239	Parochial.....	Holy Names of Jesus.....	3	118	187	92		4	500	250	()
Do.....			Private.....	Miss Carrie W. Hoyt.....	1	21	160	16	3.75	2			()
Torrville.....	()	()	Parochial.....	Sacred Heart Kindergarten.....	1	42	180	30		2	240		Three years' preparation.
Waukegan.....	()	()	do.....	Sacred Heart of Jesus.....	1	66	180	50		1			()
Winsted.....	7,754	333	Private.....	Miss Blake's Kindergarten.....	1	35	171	11	()	1			()
DELAWARE.													
Wilmington.....	87,411	3,758	Private.....	Boulevard Kindergarten.....	1	16	165	13	3.00	2			()
Do.....			do.....	Miss Taylor's Kindergarten.....	1	22	160	18	5.00	1			()
Do.....			Association.....	The Provident Society.....	1	32	164	20		1	360		Graduation from approved kindergarten training school.
Do.....			Mission.....	Holy Trinity (Old Swede's).....	1	47	181	32		2	360	90	Graduation from high school; graduation from kindergarten training school.
Do.....			Settlement.....	People's Settlement.....	1	40	145	27		2	()		Graduation from normal kindergarten training school.
Do.....			Association.....	West End Reading Room Association.....	1	30	180	20		1	270		Two years' approved kindergarten training school.

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

[illegible]

• Teachers are 8laters.

1. No data.

Estimated.

100

• Lay teachers assist.

* Including all in the District.

⁶ Also practice-students in kindergarten training school.
⁷ Statistics for year ended June 1918.

STATISTICS FOR YEAR ENDING JUNE, 1913.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max im um salary.	Min im um salary.	
I	2	2	4	5	6	7	8	9	10	11	12	13	14
Georgia—continued.													
Chatahoochee.....	(1910) 20,357	883	Mill.	Whitton Mills Co., and Ribb Manufacturing Co., and Perkins-Massey Hosiery Co.	11	21	200	9		1	\$730		Graduation from kindergarten normal school.
Columbus.....			do.		12	60	140	45		3	530		Two years in kindergarten training school.
Do.....			Association.	Free Kindergarten Association.	2	65	160	55		3	250	\$210	Graduation from kindergarten normal school.
Do.....			Mill.	Pagle & Phoenix Mills.	12	75	140	60		3	405		Graduation from kindergarten normal school.
Dalton.....	5,324	228	Free.	Free Kindergarten.	1	50	160	22		1	320		Graduation from kindergarten normal school.
Fiberton.....	6,483	278	Private.	Fiberton Kindergarten.	1	10	180	8	\$2.50	1			Graduation from high school; two years in kindergarten training.
Gainesville.....	5,925	254	do.	Reulah Rucker's Institute.	1	113	180	60	.50	2	730	\$3.40	Two years' course.
Jewell.....	5,500	21	Mill.	Rowen Jewell Co.	1	60	100	55		2	715		
La Grange.....	5,387	240	Settlement.	Mill owners, Protestant Episcopal Church.	1	82	200	60		1			
Lindale.....	2,500	107	Mill.	Massachusetts Mills in Georgia.	1	58	180	32		2	675		
Macon.....	40,665	1,748	Association.	Macon Free Kindergarten Association.	2	60	165	46		4	240	120	
Rome.....	12,099	520	Private.	Miss Mary Veil's Kindergarten.	1	25	200	20	3.00	2			
Sandersville.....	2,641	113	Association.	Kindergarten Association.	1	26	178	18		1	405		
Savannah.....	65,064	2,797	do.	Savannah Association of Jewish Women.	1	30	156	24		1			
Do.....			do.	Kate Baldwin Free Kindergarten Association.	3	150	170	135		6	720	240	Graduation from high school; graduation from approved kindergarten training school.
Do.....			Private.	The Savannah Kindergarten.	1	435	161	25	6.00	2			
West Point.....	1,906	81	Mill.	West Point Manufacturing Co.	1	48	186	28		1	405		

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Place.	Value.	Kind.	Age.	Sex.	Color.	Religion.	Education.	Occupation.	Marital.	Family.	Health.	Character.	Notes.
Do.	17, 528	74	Private.	74	1	40	180	30	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	28	200	21	1.40	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	57	165	35	3.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	14	140	10	4.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	24	170	18	3.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	70	180	50	3.00	1	1	1	1
Do.	17, 528	733	Mission.	733	1	49	192	15	1.50	1	1	1	1
Do.	13, 546	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	12, 421	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	2, 185, 283	225	Private.	225	1	25	90	18	5.00	1	1	1	1
Do.	17, 528	733	Mission.	733									

1 No data.
2 Statistics for year ended June, 1913.
3 Approximate.

¹ Estimated.
² Supported partly by association and partly by board of education.

TABLE 8.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Min. in m. salary.	Max. in m. salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS—continued.													
Chicago.....			Private.....	Gladstone Hotel Kindergarten.	1	100	195	25	\$5.00	1			
Do.....			do.....	Hyde Park Presbyterian Church.	1	85	175	30	1.00	1			
Do.....			Association.....	Home for Jewish Friendless.	1	35	190	30		2	\$3.0		Graduation from kindergarten training school. Affiliated with kindergarten training school.
Do.....			Mission.....	Hyde Park Baptist.....	1	112	240	34		1	7.20		
Do.....			do.....	Italian Methodist Episcopal Kindergarten	1	100	180	35		1	4.40		
Do.....			do.....	Immanuel Presbyterian Church.	1	90	200	60		1	8.5		Graduation from approved kindergarten training school.
Do.....			Association.....	Jewish Training School.....	1	151	186	106		2	7.00	\$2.20	Graduation from high school; 2 years in training school.
Do.....			Mission.....	Jefferson Park Presbyterian Church.	1	58	176	25		1		.500	
Do.....			Private.....	Kenwood Institute and Loring School.	1	25	155	14	7.50	1			
Do.....			do.....	Lake View Institute Kindergarten.	1	13	200	10	5.00	1			
Do.....			do.....	Miss Lovett's Kindergarten.	1	27	166	20	6.00	2			
Do.....			Association.....	Mary Crane Nursery.....	1	35	180	20		1	4.00		Graduation from approved kindergarten training school. Three years' kindergarten training.
Do.....			do.....	Margaret Etie Crèche.....	1	65	203	21		1	6.40	1.40	Graduation from high school; graduation from kindergarten training school.
Do.....			Mission.....	Mennonite Home Mission.....	1	50	180	25		1	3.40		

Do	Settlement	1	42	17	33	1	720	300	Graduation from ap- proved training school. (Graduation from kin- dergarten college.)
Do	Northwestern University Set- tlement.								
Do	Mission	1	90	270	36	1	495		
Do	Private	1	50	190	38	1			
Do	Association	1	115	190	40	1			
Do	Association	1	44	313	20	1	110		
Do	Mission	1	22	185	10	1	440	290	(Graduation from ap- proved kindergarten training school. (Graduation from kin- dergarten college.)
Do	Private	1	52	165	38	1			
Do	do	1	35	170	17	2			
Do	Settlement	1	45	175	35	1	700	700	(Graduation from ap- proved kindergarten training school.)
Do	Private	1	20	157	12	2			
Do	do	1	94	192	130	1			
Do	Mission	1	105	190	63	1	750	300	Three years' kind- ergarten training.
Evanson	24, 678	1	52	161	20	1			Graduation from high school; 2 years' kin- dergarten training. Two years' kindergar- ten training experi- ence.
Do	Mission	1	10	170	30	1	300		
Galesburg	22, 080	1	50	180	30	1	4, 000	1, 000	Three years in kind- ergarten training school. Civil service exami- nation.
Do	Association	1	55	175	44	1			
Ganeseo	3, 190	1	30	180	25	1			
Highland Park	4, 209	1	35	165	25	1			
Jacksonville	15, 226	1	65	180	35	1	580		
Joliet	34, 670	1	30	187	20	2			
Kankakee	13, 866	1	33	185	11	2			
Lincoln	10, 882	1	27	180	15	1			
Normal	4, 024	1	25	250	25	1	600		
Oak Park	19, 444	1	56	178	35	1			
Do	Private	2	92	195	55	3	600	150	
Do	Association	1	30	184	20	2			
Ottawa	9, 535	1	22	154	15	1			
Ontario	25, 578	1	22	154	15	1			

Practitioners in kindergarten, primary school

Small weekly fee.

No data.

Approximate.

Also practice-

Estimated

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS—continued.													
Quincy			Parochial	St. John's Parish	1	45	196	36		*1			Special training; minimum kindergarten training school graduation. ¹
Riverside	1,702	73	Association	Kindergarten Extension Association	3	90	230	81		10	\$1,000	\$400	Kindergarten training school graduation. ¹
INDIANA.													
Anderson	22,475	966	Free	Anderson Free Kindergarten	2	234	177	45		2	585	585	Graduation from kindergarten and college kindergarten work.
Goshen	8,514	365	Private	Goshen Kindergarten	1	25	240	20	\$3.00	1			
Hartford City	6,187	265	do.	Seventh Day Adventist Church School	1	25	160	18		1			
Indianapolis	238,680	40,046	do.	Miss Hinson's Kindergarten	1	41	190	20	34.00	1			
Do.			do.	Jackson Kindergarten and Model School	1	208	187	74	1.00	2			
Do.			do.	The Woodruff Kindergarten	1	20	160	15	4.00	2			
Do.			Association	Indiana Free Kindergarten and Children's Aid Society	32	3,350	160	1,200		32	750	(?)	
Jeffersonville	10,412	447	Private	Miss Loomis's Kindergarten	1	18	170	17	2.00	1			State requirement and kindergarten training
Lafayette	20,081	863	Parochial	St. Lawrence	1	57	184	47		*1	175		High school graduation; kindergarten, normal and experience.
Do.			Free	Lafayette Free Kindergarten and Industrial School	3	173	178	25		2	585	540	Graduation from high school; special kindergarten experience.
Muncie	24,005	1,032	Association	Muncie Free Kindergarten Association	23	190	180	143		10	810	72	

IOWA.	Total	Private	Settlement	Association	Kindergarten	Teachers	Pupils	Cost per pupil	Grading	High school graduate	Kindergarten training
Burlington	24,324	1,041	1,041	Private	Miss Kelley's Kindergarten	1	10	1.52	6	4.00	1
Clarinda	3,892	164	164	do.	Miss Inez Welch	1	25	1.17	318	4.00	3
Davenport	43,028	1,550	1,550	Settlement	West Side Settlement	1	60	2.80	35		120
Do				Association	Davenport Friendly Society	1	22	1.83	220		200
Dubuque	38,464	1,655	1,655	Parochial	St. Patrick's Parish	2	100	2.00	90		250
Keokuk	14,008	602	602	Private	Miss Bancroft's Kindergarten	1	25	1.54	230	2.00	1
Do				Free	Free Kindergarten	1	272	1.80	24		(*)
Mason City	11,230	492	492	Private	Mrs. Wilson's Kindergarten	1	40	1.59	20	2.00	1
Oelwein	6,028	258	258	Parochial	Sacred Heart Parish	1	46	1.80	38		(*)
KANSAS											
Emporia	9,058	389	389	Normal	Kindergarten of Kansas State Normal	1	25	1.74	28	.40	1
Eureka	2,333	100	100	do.	Mrs. Moonlight's Kindergarten	1	14	1.00	12	2.00	1
Kansas City	83,331	3,583	3,583	Parochial	St. Thomas Parish	1	96	2.00	75		1
Lawrence	12,374	332	332	Private	Froebel Kindergarten	1	30	2.00	18	6.00	1
Leavenworth	13,763	82	82	do.	Miss Paul's Kindergarten	1	15	1.80	12	4.00	1
Liberal	1,416	73	73	Mission	Liberal Free Kindergarten	1	15	3.00	4	(*)	1
Liberal	1,416	24	24	Private	St. Francis Kindergarten	1	22	1.38	12	4.00	1
Osborne	1,555	67	67	do.	The Osborne Kindergarten	1	12	1.38	12	2.50	2
Ottawa	7,630	328	328	do.	Seventh Day Adventist Church	1	30	1.80	25	1.50	1
Topeka	43,684	1,878	1,878	do.	Kindergarten of the College of the Sisters of Holy Family	1	43	1.68	257	3.00	2
Whitita	32,430	2,255	2,255	Association	Associated Charities	1	27	3.11	10		1
KENTUCKY											
Ashland	8,888	373	373	Private	Miss Martin's Kindergarten	1	24	1.70	15	3.00	1
Howling Green	9,173	384	384	Normal	Western Kentucky State Normal	1	24	2.00	16		2
Georgetown	4,533	194	194	Private	Georgetown Kindergarten	1	18	1.80	10	2.00	1
Louisville	22,928	9,628	9,628	do.	Kentucky Home School for Girls	1	25	1.64	13	(*)	1

* Room, board, laundry in addition to salary.
 * No data.
 * Services given.
 * Small weekly fee.
 * Taken over by public school 1912-13.

* Teachers are Sisters.
 * Experience also required.
 * Supported partly by association and partly by board of education.
 * Approximate.
 * Practice students in kindergarten training school.

TABLE 3.—Statistics of kindergartens other than public for year ended June 30, 1913.—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average attendance daily.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. salary.	Min. salary.	
KENTUCKY—contd.													
Louisville													
Do			Private Association	Highland Kindergarten, Masons of Kentucky	1	24	158	15	\$5.00	1	\$800		Graduation from kindergarten training school.
Mortlach	1,105	48	Private Mission	(?) Grace Episcopal Church	1	48	170	25	(?)	1	\$440		Graduation from approved school.
Paducah	22,780	978			1	24	190	15		1			
LOUISIANA.													
Baton Rouge	14,897	640	Private	Live Oak School	1	105	1200	40	.50	1			Normal kindergarten course.
New Orleans	339,075	14,380	Association	New Orleans Free Kindergarten Association	3	218	189	84		6	\$350	\$250	
Do			Settlement	Kindergarten, Baptist Church	1	64	160	13	3.25	1			
Do			Private	Kindergarten, department Newman Manual Training School	1	25	165	25		2	\$800	\$50	
Shreveport	28,015	1,204	do	Tomkies Kindergarten	1	35	231	34	4.00	1			
MAINE.													
Bangor	24,803	1,066	Private	The Somerset Private Kindergarten	1	22	174	13	\$6.00	2			
Bar Harbor	2,500	107	do	Bar Harbor Kindergarten Association	1	79	64	31	1.70	2			
Do			Association	Bar Harbor Kindergarten Association	1	68	195	31		2	\$85	\$55	Graduation from kindergarten training school.
Calais	4,116	262	Private	Miss Hinds School	1	18	178	14	3.00	1			
Lewiston	26,247	1,128	do	The Harlow School	1	12	168	10	6.00	1			
North East Harbor	26,350	15	do	North East Harbor Kindergarten	1	25	150	20	1.00	2			
Rockland	8,174	261	do	Fiske Manning	1	25	180	12	2.00	2			

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten children.	Type of kindergarten.	Kindergarten or supporting body.	Number of children.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS—contd.													
Brockton.....	36,375	2,445	Association.....	Brockton Day Nursery Association.	1	30	50	20		1	\$100		Graduate teacher.
Do.....			Private.....	Miss Cooper's Kindergarten.		20	209	18	\$6.00	2	(2)		
Do.....			Parochial.....	St. Francis's Kindergarten.		80	164	14	8.75	2			
Cambridge.....	104,839	4,508	Private.....	Miss Rogers's Kindergarten.		18	171	14	7.33	2			
Do.....			Private.....	Chestnut Hill Kindergarten.		12	162	9	4.00	1			
Danvers.....	9,407	404	do.....	Mrs. Weston's Kindergarten.		14	172	12	6.00	1			
Fall River.....	119,283	5,129	do.....	Miss Brown's Kindergarten.		15	173	12	6.00	1			
Fitchburg.....	37,826	1,678	Normal.....	Elderly School Kindergarten.		45	165	35	3.00	1			(1) Same as primary grades.
Hampton Falls.....	17,860	765	Private.....	Kindergarten for Blind.		140	221	125	3.00	1			
Leominster.....			Parochial.....	St. Cecilia's Parish.		107	180	62		1	90		
Lexington.....	4,918	211	Private.....	Miss Richardson's Kindergarten.		12	200	10	5.00				
Lynn.....	80,336	3,541	do.....	St. Mary's L. Cate Kindergarten.		15	172	9	15.50	1			
Malden.....	44,404	3,909	do.....	Miss Grace Field's Kindergarten.		12	187	10	6.00	1			
Melrose.....	15,713	675	do.....	Miss Gray's Kindergarten.		12	138	10	5.00	1			
Newton Center.....	3,370	150	do.....	Miss Ellis's Kindergarten.		9	155	4	17.50	1			
Plymouth.....	12,111	572	do.....	Miss Thurber's Kindergarten.		12	165	9	4.00	1			
Do.....			Mill.....	Plymouth Cordage Co.		78	190	45		2	(1)		Normal training. Graduation from kindergarten training school and experience.
Quincy.....	32,642	1,403	Association.....	Commission of 15 Wollaston ladies.		48	190	24		1	300	\$500	
Roserville.....	77,236	3,321	Private.....	Spring Hill Private Kindergarten.		24	176	17	1.00				
Spencer.....	6,740	289	Parochial.....	St. Mary's Parish.		55	200	95		1	200		(2)
Springfield.....	62,069	2,668	Private.....	Miss Anna Chapin's Kindergarten.		16	160	14	18.00				
Ware.....	11,404	490	do.....	Miss Campbell's Kindergarten.		9	146	6	4.00	1			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

[illegible]

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Maximum salary.	Minimum salary.	
Iowa	2	6	4	5	6	7	8	9	10	11	12	13	14
MINNESOTA—continued.													
Minneapolis			Mission	St. Mark's Church.	1	105	194	37		1	\$500	\$500	Graduation from high school; graduation from normal kindergarten training school.
WISCONSIN	19,553	799	Normal	Wisconsin's State Normal School.	1	60	180	40	\$0.33	2	1,500	900	
HATTIESBURG	11,753	504	Private	Hattiesburg Private Kindergarten.	1	122	180	22	3.00	1			
Jackson	31,202	914	do.	Miss Bryan's Kindergarten.	1	35	150	15	2.50	1			
Laurel	8,465	363	do.	Laurel Private Kindergarten.	1	122	180	120	3.00	1			
Do.			Mill	Laurel Cotton Mills.	1	30	220	38		2	525	425	
Meridian	22,285	1,001	Private	Meridian Private Kindergarten.	2	144	180	140	3.00	2			
Do.			Parochial	St. Patrick's Church.	1	39	203	43		2	(*)	(*)	Special training. Kindergarten and primary certificate.
Do.			do.	St. Joseph's Catholic.	1	46	103	30		1	(*)	(*)	
Starrville	2,698	115	Mill	John M. Stone Cotton Mills.	1	50	180	30		2	250	250	
Tupelo	3,881	166	do.	Tupelo Cotton Mills.	1	24	100	15		1	(*)	(*)	
Vicksburg	20,814	895	Parochial	St. Mary's Catholic Church.	1	84	170	40		1	(*)	(*)	Special training.
Do.			Private	Vicksburg Private Kindergarten.	1	22	180	20	3.00	1			
Yazoo City	6,790	291	Mill	Yazoo Yarn Mill.	1	29	180	20		1	200		
MISSOURI													
Carthage	9,452	407	Private	Carthage Kindergarten.	1	145	180	120	3.00	2			
Do.			do.	Miss Hester's Kindergarten.	1	16	120	14	2.00	1			
Jerusalem	1,658	70	Association	Jerusalem Free Kindergarten.	1	40	188	22		2	450	450	
Joplin	22,073	1,379	Private	Library Kindergarten.	1	26	210	41	4.00	1			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

[illegible]

***Teachers are Sifted.**

Approximate.

Statistics for year ended June 1913

1. **Lettering**

PROFESSOR

KINDERGARTENS IN THE UNITED STATES.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1913.—Continued.

Cities and towns.	Total population census 1910.	Estimated popula- tion of kinder- garten age.	Type of kinder- garten.	Kindergarten or supporting body.	Number of kinder- garden pupils.	Number of chil- dren enrolled.	School days, in average daily at- tendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.	
									Number.	Max. in m salary.	Min. in m salary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEBRASKA—continued.													
Peru.....	950	40	Normal	State Normal School	1	36	150	25		1	\$400		
Wayne.....	2,140	92	do.	do.	1	20	180	110		1			
NEVADA.													
Nixon.....			Indian	Federal Government	1	135	2180	28		1	600		
NEW HAMPSHIRE.													
Berlin Mills.....	1,000	43	Free	W. W. Brown Memorial	1	75	180	55		3			
Concord.....	21,497	924	Private	Miss Bailey's Kindergarten	1	23	180	18		1			
Franklin.....	6,132	264	Free	N. H. Orphans' Home	1	32	240	30		1			
Plymouth.....	2,200	94	Normal	State Normal School	1	520	180	18		1	600		
NEW JERSEY.													
Atlantic City.....	46,190	1,984	Private	Friends Kindergarten	1	24	190	20	\$4.00	1	340		High-school gradua- tion; 2 years' kinder- garten training. (Certificate from recog- nized system.)
Berkeley.....	4,000	212	Mission	St. John's Episcopal	1	9	220	8		1			
Bordentown.....	4,250	183	Parochial	St. Mary's Roman Catholic	1	62	140	40		1	240		
Bridgeton.....	14,200	610	Private	Lakewood Select School	1	24	170	20	2.00	1			
Camden.....	94,528	4,063	do.	Camden Friends Kinder- garten	1	13	157	9	4.00	1			
Collingswood.....	4,795	205	do.	Mrs. Oliver's Kindergarten	1	10	175	9	3.00	1			
East Orange.....	34,371	1,478	do.	Miss Peet's Kindergarten	1	17	158	15	6.25	1			
Do.....			Parochial	Our Lady Help of Christians	1	40	190	30		1	250		One year's training.
Elizabeth.....	73,409	3,156	Settlement	Visiting Nurses Association	1	25	180	18		1	(1)		Two years' training.
Do.....			Mission	All Souls' Unitarian Church	1	14	180	10		1	240		Normal-school diploma

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

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Do.	do.	Trinity Episcopal Church.	1	37	156	21	1	320	High-school graduation: kindergarten-training school graduation.
Haddonfield.	4,142	178	do.	26	329	123	1	(1)	None.
Hoboken.	70,324	3,024	Private.	28	230	25	1	225	Kindergarten course.
Do.			Parochial.	50	190	40	1		
Do.			do.	16	177	14	1		
Jersey City.	207,279	11,514	Private.	14	153	10	1		
Do.			do.	14	153	10	1		
Do.			do.	27	210	25	2		
Long Branch.	13,298	572	do.	25	190	123	1	(1)	High school graduation: normal course.
Madison.	4,658	199	do.	15	180	10	1		
Montclair.	21,550	1,008	Private.	35	154	27	3		
Moorestown.	3,000	128	do.	15	182	10	3		
Morristown.	12,507	337	Association.	75	192	29	3	700	Graduation from kindergarten training school: normal-training.
Do.			Private.	20	165	16	1	(1)	Qualifications primary teachers.
Do.			Parochial.	50	139	50	1	250	Graduation from St. Peter's Roman Catholic school: knowledge of kindergarten.
Do.			do.	30	255	128	2		
Do.			Association.	34	120	15	1	100	
Newark.	347,469	14,940	Mission.	40	300	36	1	378	
New Durham.	1,500	64	Parochial.	20	101	22	1	250	
Orange.	29,630	1,274	Private.	9	190	10	1		
Do.			Mission.	16	168	10	1		
Do.			Private.	21	170	18	1		
Do.			Mission.	175	190	30	2	400	
Do.			Parochial.	143	190	30	1	350	
Do.			Private.	13	180	59	1	250	
Pasaden.	64,779	2,565	do.	22	175	18	1		
Patterson.	125,600	5,401	Normal.	52	195	38	1		
Do.			Association.	23	100	20	2	200	Not specified as yet.
Do.			do.	21	158	15	1		
Pinefield.	26,067	1,147	Private.	16	190	12	2		
Rutherford.	7,045	303	do.	16	190	12	2		
Summit.	7,500	322	do.	16	154	12	1		
Trenton.	96,815	4,163	Normal.	35	190	20	1		
Do.			Mission.	30	180	18	1	140	No standard.

* Services given.

* Practice-students in kindergarten training school.

* Estimated.

* No data.

* Teachers are Sisters.

* Approximate.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. salary.	Min. salary.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW MEXICO.													
Albuquerque	11,020	473	Indian.	Federal Government.	1	32	190	30		1	\$7.20		(Civil service examination.)
Do.			Private	Miss Philbrick's.	1	31	124	14	\$1.75	1	7.20		Do.
Montero.			Indian.	Federal Government.	1	22	280	21		1	7.20	\$2.00	Kindergarten training.
Santa Fe	3,072	218	do.	do.	1	64	200	60		1			
NEW YORK.													
Albany	100,253	4,310	Parochial	Parochial School System.	6	1,190	131	210		6			Normal or college training.
Buffalo	423,715	18,219	Private	St. Margaret's School Kindergarten.	1	5	240	5	5.00	1			
Do.			do.	Elinwood School Kindergarten.	1	18	165	15	6.25	2			
Do.			do.	Franklin School Kindergarten.	1	24	124	16	9.36	2			
Do.			do.	Park School Kindergarten.	1	20	190	15	9.36	1			
Corning	13,730	580	do.	Froebel Kindergarten.	1	11	180	9	4.00	1			
Dobbs Ferry	3,455	148	do.	Miss Trube's Kindergarten.	1	20	180	16	7.00	2			
Do.			Free.	The McKinley Free Kindergarten.	1	52	180	43		2	3.90	1.84	Graduation from approved kindergarten school.
Dunkirk	17,421	740	Parochial	St. Mary's Parish.	1	26	204	23		1	2.30		Two years' training.
Elmira	37,176	1,586	Association.	Elmira Industrial School and Free Kindergarten Association.	3	100	200	40		2	3.75	4.00	Kindergarten training.
Do.			Private	Elmira Church School.	1	24	240	16	1.00	1			
Do.			do.	Misses Norton's Kindergarten.	1	13	185	10	5.00	1			
Frederick	5,285	237	Normal	State Normal School.	1	61	185	36	.60	2	8.40		College training or equivalent.
Geneseo	2,067	88	do.	do.	1	36	190	21		2	8.00		
Gloversville	20,612	887	Private	Miss Smith's Kindergarten.	1	21	194	13	1.00	1			
Hastings-on-Hudson	4,552	195	do.	Miss Worden's Kindergarten.	1	18	190	12	6.00	1			

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1917.—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Fifteen per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.	
										Number.	Max. monthly salary.	Min. monthly salary.		
6	1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW YORK—continued.														
New York City—Con. Manhattan			Mission	Calvary Protestant Episcopal Kindergarten.	1	121	276	87			2	1,800		Graduation from approved kindergarten training school.
Do.			do.	Chapel of Intercession (Protestant Episcopal) Kindergarten.	1	100	181	25			1	1,300		Kindergarten normal training school.
Do.			Private	Charlton School.	1	10	175	5	\$46.00	2				Graduation from high school; 1 year's experience.
Do.			do.	Miss Charles' Kindergarten.	1	120	160	116	13.50	1				Two years' kindergarten training; one year's experience.
Do.			Association.	Children's Aid Society.	11	2,436	100	1,042		33	770	\$180		Two years' approved kindergarten training.
Do.			Mission	Christ Church House.	2	105	170	50			1	612	405	Kindergarten training; social service. ²
Do.			Settlement	Clark Neighborhood House.	3	225	200	140			8	375	125	Kindergarten training; French and English; piano.
Do.			Mission	Convent of Sacred Heart.	1	15	224	60	10.50	1	180	240		Kindergarten training; social service. ²
Do.			Private	De La Salle School.	1	40	170	12		1	960			Kindergarten training; French and English; piano.
Do.			Settlement	East Side Kindergarten.	1	52	171	148		1	130	360		Kindergarten training; French and English; piano.
Do.			Association.	École Maternelle Française.	1	100	300	65		1	130	360		Kindergarten training; French and English; piano.
Do.			do.	Emmanuel Sisterhood.	1	55	247	35		1	600	225		Same as public school.
Do.			Private	Ethical Culture School.	1	31	165	30	7.00	3	975			
Do.			Mission	Evangelical Lutheran Zion Church.	1	36	108	29		1	250			
Do.			Private	Friends' Seminary Kindergarten.	1	29	165	124	8.00	2				
Do.			do.	Froebel League.	1	44	141	20	25.00	1				

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

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Do.	Mission Association.	Grace Reformed Church.	1	62	150	31	2	240	Kindergarten training. Two years kindergarten training.
Do.	Normal.	Hebrew Day Nursery.	1	30	250	31	1	240	Kindergarten training. Two years kindergarten training.
Do.	Mission.	Honore Maun Kindergarten.	1	57	150	33	12	30	Same as public school.
Do.	do.	Hunts Point Presbyterian Church.	1	30	200	20	1	100	Standard not defined.
Do.	Association.	Immanuel Evangelical Lutheran.	1	20	185	18	1	120	Graduation from kindergarten training.
Do.	Mission.	International Sunshine Society.	2	30	303	28	2	430	Do.
Do.	do.	John Hall Memorial.	1	13	200	35	2	150	Certificate from kindergarten training.
Do.	do.	Maple Chapel.	1	35	200	30	2	450	High-school graduation.
Do.	do.	New York Turn Verein.	1	30	200	30	1	150	High-school graduation.
Do.	Association.	New York Kindergarten Association.	10	3,014	192	1,600	80	1,200	High-school graduation.
Do.	Mission.	St. Bartholomew's Kindergarten.	1	250	220	175	9	700	Two years in approved kindergarten training.
Do.	do.	St. Luke's Chapel (Protestant).	6	96	192	35	3	840	Kindergarten training.
Do.	do.	St. Michael's Lutheran.	1	37	140	35	1	600	Course in kindergarten normal.
Do.	Private.	St. Michael's School.	1	10	100	20	2	810	Kindergarten training.
Do.	Mission.	St. Paul's Chapel (Trinity).	1	15	170	26	1	240	Graduation from kindergarten training.
Do.	do.	St. Peter's Lutheran.	1	20	155	17	1	240	Graduation normal.
Do.	do.	St. Thomas Kindergarten.	1	24	216	21	1	240	Graduation after 2 years kindergarten training.
Do.	Normal Mission.	Speyer School.	1	40	100	35	2	600	High-school graduation.
Do.	do.	University Place Presbyterian.	1	50	180	20	1	250	Kindergarten training.
New Rochelle.	Private.	New Rochelle School and Kindergarten.	1	20	150	20	2	250	Special kindergarten training.
Do.	do.	Mrs. Beckwith's Kindergarten.	1	40	168	36	1	250	
Niagara Falls.	Parochial.	Sacred Heart Parish.	1	40	178	40	1	250	
Oswego.	Private.	The Ossining School.	1	12	170	10	6	25	
Peabody.	do.	The Castle Kindergarten.	1	17	165	15	5	00	
Do.	do.	Mrs. McDonald's School.	1	22	184	16	2	80	
Do.	do.	Mrs. Angell's Kindergarten.	1	21	200	11	2	00	

* Room, board, laundry, in addition to salary.
 * Experience, musical ability, health, personal fitness.
 * Statistics for year ended June, 1913.

* Estimated.
 * See data.
 * Serv does given.

* Teachers are Sisters.
 * Approximate.
 * Experience also required.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns,	Total population, 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
									Number.	May salary.	Min salary.	
NEW YORK—continued.												
Plattsburgh.....	11,138	523	Parochial.....	St. Peter's Parochial.....	1	180	19		1	\$200	\$200	Teachers' institute certificate.
Potomac.....	4,036	173	Normal.....	Normal School Kindergarten.....	1	125	120		2	(?)	(?)	Course in Kindergarten work.
Rensselaer.....	10,711	460	Parochial.....	St. John's Academy.....	1	35	30		1	100		City training school graduation.
Rochester.....	213,149	9,330	Mission.....	Industrial School.....	1	45	30		1	720	480	State requirement.
Do.....			Private.....	Columbia Preparatory School.....	1	10	165	8	1			Ordinary education.
Rome.....	20,497	881	Parochial.....	Anna M. Lempier.....	1	16	195	11	2			
Tonawanda.....	8,290	356	Parochial.....	St. Francis Church.....	1	11	184	8	1	(?)		
Utica.....	74,419	3,200	Settlement.....	Italian Settlement/Methodist Episcopal Church.....	1	140	60	132	12			
Do.....			Private.....	Mrs. Anna Deek's Kindergarten.....	1	14	177	15	1			
Do.....			Orphanage.....	Orphan Asylum.....	1	240	275	18	1	264		
Watertown.....	9,730	1,149	Private.....	Mrs. Purdy's Kindergarten.....	1	14	176	10	1			
White Plains.....	1,419	683	do.....	The Purdy School.....	1	15	220	14	1			
Yonkers.....	79,303	3,431	do.....	The Haled School.....	1	6	178	4	1			
Do.....			Orphanage.....	Leake & Watts's Kindergarten.....	1	10	188	8	1	408		
NORTH CAROLINA.												
Asheville.....	18,762	846	Private.....	Asheville School for Girls.....	1	15	179	1	1			
Greensboro.....	6,107	262	do.....	Goldsboro Kindergarten.....	1	20	134	16	1			
Hickory.....	13,895	683	Mill.....	Proximity Manufacturing Co. Mrs. Abernethy's Kindergarten.....	1	61	180	45	3	180	135	
Lumberton.....	3,716	159	Private.....	Jennings Cotton Mill.....	1	22	155	11	1			
Raleigh.....	2,280	93	Mill.....	St. Mary's Kindergarten.....	1	35	160	30	1	320		
Wilmington.....	19,218	826	Private.....	Delgado Mills.....	1	30	133	15	1			
Do.....	35,748	1,807	Mission.....	Home Missionary Society.....	1	50	30	30	2	188	112	Teach while taking training.

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

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[illegible]

⁶ Practice students in kindergarten training school.

⁴ Services given.

No data.
Approximate.

* Teachers are Sisters.
 † Estimated.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912.—Continued.

Cities and towns.	Total population, 1910.	Estimated population of kindergarten.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School days, in year.	Average daily attendance.	Salaries, per month.	Number of kindergarten teachers.	Preparation required of kindergarten teachers.
OHIO—continued.											
Youngstown.	70,000.	3,399.	Association.	Youngstown Free Kindergarten Association.	3	148	181	106	85.00	11	High-school graduation; special college training; kindergarten training; school graduation.
Do.			Settlement.	Christ's Mission Settlement.	1	100	179	50	30.00	3	Kindergarten training; school graduation.
OKLAHOMA.											
El Reno.	7,822.	308.	Private.	Sacred Heart Academy.	1	25	185	90	51.00	1	Kindergarten training; school graduation; civil-service examination.
Goweb.	740.	32.	Indian.	Federal Government.	1	35	182	17	1.00	1	One year's course.
Hammon.	130.		do.	do.	1	11	175	6		1	One year's course.
Tulsa.	18,182.	751.	Private.	Mrs. Brock and Miss Elliott's.	1	21	179	12	30.00	1	One year's course.
Whiteagle.			Indian.	Federal Government.	1	36	180	35	60.00	1	Two years' training.
OREGON.											
Medford.	5,830.	350.	Private.	Seventh Day Adventist School.	1	19	180	17	2.00	1	Indian service standard.
Portland.	26,214.	8,863.	do.	Elizabeth's Normal.	1	30	175	20	17.50	1	High-school graduation; 1 year's training.
Salem.	11,091.	646.	do.	Anna Norton's Kindergarten.	1	30	175	15	3.00	1	Teachers' certificate, Drexel Home.
Warm Springs.			Indian.	Federal Government.	1	115	170	113		1	
PENNSYLVANIA.											
Allentown.	31,913.	2,232.	Mission.	Christ Lutheran Church.	1	35	180	2		1	High-school graduation; 1 year's training.
Do.			do.	St. John's Lutheran Church.	1	53	200	35		1	Teachers' certificate, Drexel Home.
Do.			Private.	St. Michael's Lutheran Kindergarten.	1	45	180	20	1.00	1	

Beaver Falls.	12 191	324	Parochial	St. Mary's Roman Catholic.	6	343	155	300	5	160	160	Three-year examination
Bradford	19,337	832	Private	Primrose Nursery.	1	16	173	10	2 00	1		
Butler	20,728	801	do.	Miss Phillips's Kindergarten.	1	25	210	20	3 00	1		
Carlisle	10,303	443	Free	St. Katharine's Hall.	1	30	200	20		1		
Chambersburg	11,900	507	Private	Miss Platt's Private Kindergarten.	1	25	31	15	2 00	1		
Clarion	2,612	112	Normal	State Normal Training School.	1	27	190	15	00	1		
Cornellville	12,845	552	Private	Playground and kindergarten.	1	70	120	140	2 00	3		
Crafton	4,583	196	do.	Crafton Preparatory School.	1	9	160	7	4 00	1		
East Stroudsburg	3,330	143	do.	East Stroudsburg Model School.	1	58	100	20		1		
Erft	66,325	2,688	Association.	Erft Presbyterian Society of Home Missions.	1	50	240	25		1	1000	Certificate of approved kindergarten training.
Do			Parochial.	Parochial school system.	8	309	180	250		1	240	Normal training.
Do			Private	Mrs. Reel's.	1	8	31	5		1		
Galesburg	4,627	172	do.	Home Kindergarten.	1	27	90	10	3 00	1		
Greensburg	13,012	539	do.	Miss Irwin's Kindergarten.	1	16	234	12	4 00	1		
Harrisburg	2,739	do.	do.	Freebel Kindergarten.	1	30	185	25	15 00	2		
Do			do.	Misses Sellers' Preparatory School and Kindergarten.	1	15	169	12	6 25	2		
Do			do.	West End Kindergarten.	1	23	187	12	3 00	1		
Hazleton	25,452	1,094	Association.	Hazleton Free Kindergarten Association.	1	65	136	47		3	430	High-school graduation. 2 years' training.
Huntingdon	6,861	204	Private	Huntingdon Private Kindergarten.	1	30	140	15	3 00	1		
Kittanning	4,311	185	Free	Kittanning Kindergarten.	1	80	180	50		1		
Kutztown	2,360	101	Normal	Normal School Kindergarten.	1	36	196	24	2 00	1		
Lancaster	47,227	2,030	Association.	Lancaster Kindergarten Association.	3	114	200	87		3	150	Kindergarten course of 2 years.
Do			Private	Freebel Kindergarten.	1	30	200	18	4 00	1		
Lansdowne	4,096	174	do.	Private open-air kindergarten.	1	5	15	5	1 00	1		
Do			do.	Lansdowne Friends School.	1	6	177	3	6 00	1		
Lawrence	3,061	132	do.	Children's Private Kindergarten.	1	8	167	8	4 00	1		
Lock Haven	7,772	354	Normal	State Normal School Kindergarten.	1	35	290	25	41 50	1		
Lyons	5,426	233	Free	Martha Bennett Welfare.	1	70	184	62		2		
McKeesport	42,084	1,855	Association.	McKeesport Free Kindergarten Association.	4	240	180	140		6	655	Two years' kindergarten training.
McKees Rocks	14,702	602	Mission	Charlottesville Mission Kindergarten.	1	80	145	30		2		
Nanticoke	19,877	811	do.	St. Mary's Polish Church.	1	105	290	540		1	500	
Overbrook	17,737	811	Private	St. Mary's School.	1	20	160	47	10 00	3		
Phoenixville	10,742	401	do.	Private Kindergarten.	1	5	100	14	4 00	1		

* No data.
 * Teachers are Sisters.
 * Approximate.
 * Supported partly by association and partly by board of education.
 * Estimated.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population census 1910.	Estimated popu- lation of kinder- garten age.	Type of kinder- garten.	Kindergarten or supporting body.	Number of kinder- gartens.	Number of chil- dren enrolled.	School year, in days.	Average attendance daily.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max im u m salary.	Min im u m salary.	
Pennsylvania—contd.					6		8	9	10	11	12	13	14
Pittston.	10,267	689	Private.	Miss Hartman's Kindergarten.	1	18	180	10	2.00	1			
Pittston.	10,267	689	Private.	Miss Frederick's Kindergarten.	1	30	201	30	2.00	1			
Pittston.	10,267	689	Private.	Miss Smith and Miss Miller's Kindergarten.	1	37	173	27	3.00	1			
Pittston.	10,267	689	Private.	Miss Mordecai's Kindergarten.	1	12	177	9	2.00	1			
Pittston.	10,267	689	Private.	Reading Free Kindergarten Association.	1	120	178	94		1	\$450	\$360	High-school and special training.
Pittston.	10,267	689	Private.	Ridley Park Kindergarten.	1	12	217	8	3.00	1	400	400	Graduation from approved training school.
Pittston.	10,267	689	Private.	City Evangelical Union Methodist Episcopal Church.	1	40	240	25		1			
Pittston.	10,267	689	Private.	Frances M. Lindsay's Kindergarten.	1	16	200	14	\$6.50	1			
Pittston.	10,267	689	Private.	St. John Capistrano.	1	75	200	52		1	300	300	(1)
Pittston.	10,267	689	Private.	Logan Memorial Kindergarten.	1	73	180	43		2	600	600	(2)
Pittston.	10,267	689	Private.	Miss Miller's Kindergarten.	1	13	183	49	2.00	1			
Pittston.	10,267	689	Private.	Fifth Ward Kindergarten.	1	28	183	15	3.00	1			
Pittston.	10,267	689	Private.	Miss Wawer's Private School.	1	30	200	18	3.00	2			
Pittston.	10,267	689	Private.	The B. B. McCaskey Kindergarten Association.	1	45	193	18		1	350	350	Graduation from approved kindergarten training school.
Pittston.	10,267	689	Private.	Wyoming Valley Kindergarten Federation.	5	325	220	40		5	500	400	Kindergarten training.
Pittston.	10,267	689	Private.	First and Central Methodist Episcopal Church.	1	50	200	38		1	500		(1)
Pittston.	10,267	689	Private.	Settlement Association.	1	40	200	30		1	000		High-school graduation; kindergarten training-school graduation.
Pittston.	10,267	689	Private.	Fröbel Kindergarten and Primary School.	1	25	180	18	3.50	2			
Pittston.	10,267	689	Private.	Valhalla Kindergarten.	1	30	180	15	3.00	2			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

Do.	Free	Association	Mrs. Theo. Beck's Kindergarten. Women's Civic League.	78	160	51
Wymalising	42	983		23	180	16
GEORGE ISLAND.						
Albion	(P)		St. Ambrose Church.....	53	265	51
North Providence	223	8,407	Fruit Hill Kindergarten.....	13	136	20
Lansdale			Christ Church Kindergarten.....	35	184	28
Pawtucket	61,622		St. John Baptist's.....	55	272	41
Pasco Dale			Stepping Stone Kindergarten.....	58	290	38
Philadelph			Philippade Kindergarten.....	38	140	20
Providence	224,326	9,646	Misses Bronson's Kindergarten.....	11	165	7
Do			Normal School Kindergarten.....	52	186	35
Do			Mrs. Brown's Kindergarten.....	10	180	8
Woonsocket	38,125	1,639	Precious Blood Parish.....	96	197	86
SOUTH CAROLINA.						
Aiken	9,854	414	Bryan Mills.....	65	100	42
Baton	1,662	70	Belton Mills.....	30	175	25
Charleston	58,833	2,529	Kelly Kindergarten Association.....	45	150	36
Do			Charleston Free Kindergarten (Colored).....	140	100	230
Do			South Carolina Kindergarten Association.....	150	140	114
Do			St. Philip Street.....	25	199	25
Do			Horne Kindergarten.....	10	164	8
Do			Ashley Avenue Kindergarten.....	23	161	15
Columbia	29,319	1,131	Parker Cotton Mills Co. Columbia Mills Co. Miss Shand's Kindergarten.....	13	199	45
Do			Victor Manufacturing Co. Monaghan Mills.....	11	104	104
Greer	1,673	71	Laurens Cotton Mill.....	45	175	25
Greenfield	16,711	676	Laurens Cotton Mill.....	50	150	40
Laurens	4,818	208	Manetta Mills.....	98	180	33
Lando	(P)		Feizer Manufacturing Co. Winthrop College Kindergarten.....	110	175	21
Boat Hill	1,500	64	Little Neighbor Kindergarten. Hamilton Carhart Manufac- turing Cotton Mills.....	63	180	40
Do				80	180	25
Do				40	180	46
Do	5,673	241		67	180	38

No data.

* Teachers are Sisters.
 † Statistics for year ended June, 1913.
 ‡ Approximate.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total census 1910.	Estimated population of kindergarten.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers			Preparation required of kindergarten teachers.
										Number.	May salary.	Min salary.	
SOUTH DAKOTA:													
Lead.	8,392	360	Free.	Heart Free Kindergarten.	1	284	177	115		5	\$675	\$450	Graduation from approved kindergarten school and experience. Two years' kindergarten training.
Madison.	3,327	134	Normal.	State Normal.	1	45	177	20		1	900		
Yankton.	3,787	162	Private.	Yankton Kindergarten.	1	50	210	40	2.00	2			
TENNESSEE:													
Bomb.	44,694	1,917	Mill.	Jackson Fiber Co.	11	48	198	29		1	300		
Chattanooga.			Private.	Miss Dyer's Kindergarten.	1	18	100	15	2.00	1			
Do.			do.	Highland Park Kindergarten.	1	34	150	25	3.00	1			
Knoxville.	36,346	1,565	Association.	Park City Kindergarten Association.	1	94	181	51	2.00	3	\$270		Graduation from training school; 1 year's experience. Highest.
Do.			Parochial.	St. Mary's Parish.	2	52	186	75		2	300	200	
Do.			Private.	Miss Cunningham's Kindergarten.	1	18	180	14	2.00				
Memphis.	121,108	5,678	Association.	Federation of Jewish Charities.	1	90	132	66		2	350	105	Kindergarten training certificate.
Do.			do.	First Methodist Church and Educational Alliance Kindergarten Department of Ward Seminary.	2	125	165	81		3	120	(2)	
Nashville.	110,384	4,745	Private.	Wahoto Settlement Kindergarten.	1	29	168	17	6.50	2			Two years' training.
Do.			Settlement.	Nashville Section Council Jewish Women.	2	30	175	25		1	225		
Do.			Association.	Methodist Training School.	1	54	166	37		1	280	280	Graduation from approved kindergarten training school.
Do.			Mission.	Park City Private Kindergarten.	1	27	145	20	(6)	1	720		(7)
Park City.	5,126	220	Private.		1	28	140	10		1			

STATISTICS OF KINDERGARTENS OTHER THAN PUBLIC.

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City	State	Kindergarten Association	Teachers	Enrollment	Cost per child	Cost per teacher	Cost per room	Cost per laundry	Cost per salary	Cost per other	Cost per total	Cost per child	Cost per teacher	Cost per room	Cost per laundry	Cost per salary	Cost per other	Cost per total	Cost per child	Cost per teacher	Cost per room	Cost per laundry	Cost per salary	Cost per other	Cost per total
Abilene	Texas	Abilene Kindergarten Association	1	27	170	17	2.50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Austin	Texas	Drew-Blair Kindergarten Training School	1	25	180	18	(*)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Callender	Texas	Callender Private Kindergarten	1	22	173	16	2.50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Canadian	Texas	Canadian Baptist Academy	1	36	176	23	3.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Dallas	Texas	Dallas Free Kindergarten Association	2	175	190	115	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Mrs. H. B. Taylor's Kindergarten	1	25	(*)	20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Mary Innes's Kindergarten	1	20	(*)	28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Ethel Cornell's Kindergarten	1	20	(*)	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Fort Worth	Texas	Jolytechnic Kindergarten	1	115	150	11	2.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Frances Moore's Kindergarten	1	20	180	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Temple Ward Kindergarten	1	25	180	15	2.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Gamberville	Texas	Mrs. Hancock's Kindergarten	1	30	100	20	3.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Gamberville	Texas	Mrs. Brangar's Kindergarten	1	20	(*)	17	(*)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Johanna Runge Free Kindergarten Association	1	75	180	60	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Houston	Texas	Houston Kindergarten Association	3	175	175	135	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Richmond's Kindergarten	1	15	175	12	5.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Mrs. W. J. Kinkaid's Kindergarten	1	35	160	24	5.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Hall's Kindergarten	1	30	160	22	2.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Cushman's Kindergarten	1	30	160	22	5.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Bedford's Kindergarten	1	18	148	15	3.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Peasall Kindergarten	1	25	138	17	1.50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Port Arthur Kindergarten	1	30	180	22	2.50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	Miss Talbot's Kindergarten	1	14	119	12	4.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Do	Texas	San Antonio Kindergarten Association	1	20	180	130	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Temple	Texas	Temple Kindergarten	1	15	150	8	3.50	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Provo	Utah	Kindergarten department, Brigham Young University	1	82	168	51	1.00	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

* No data.
† Estimated.
‡ Taken over by public school, 1912-13.

* Teachers are given.
† Approximate.
‡ Experience also required.
§ Services given.

* Teachers are given.
† Statistics for year ended June, 1912.
‡ Room, board, laundry, in addition to salary.

TABLE 6.—Statistics of kindergartens other than public for year ended June 30, 1912—Continued.

Cities and towns.	Total population, census 1910.	Estimated population of kindergarten age.	Type of kindergarten.	Kindergarten or supporting body.	Number of kindergartens.	Number of children enrolled.	School year, in days.	Average daily attendance.	Tuition per month.	Kindergarten teachers.			Preparation required of kindergarten teachers.
										Number.	Max. in m salary.	Min. in m salary.	
VT.													
<i>VT.—continued.</i>													
Salt Lake City.....	92,777	3,989	Private	Kindergarten department, University of Utah, Salt Lake Free Kindergarten and Neighborhood House.	1	77	178	45	\$1.00	3			High-school graduation; kindergarten training; school graduation.
Do.....			Association		1	55	172	34		1	\$5.40		
VERMONT.													
Brattleboro.....	6,517	279	Association	Thompson Trust and Brattleboro Woman's Club.	1	48	196	21		2	500	\$200	High-school graduation; special kindergarten training.
Do.....			Free	Brattleboro Free Kindergarten.	1	51	196	20	4.00	2	350		
Montpelier.....	7,856	337	Private	Miss Briggs's Kindergarten.	1	9	145	6		1			
VIRGINIA.													
Alexandria.....	15,329	659	Association	Alexandria Free Kindergarten.	1	64	153	148		2	280	200	Kindergarten training.
Danville.....	19,020	817	Mul.	Dan River Cotton Mills.	1	117	157	37		4	1,062	594	Graduation from approved kindergarten training school.
Lynchburg.....	29,494	1,268	do.	Lynchburg Cotton Mills.	1	43	159	24		2	400	320	Two years' kindergarten training.
Newport News.....	20,205	865	Free	Huntington Kindergarten.	1	101	161	81		4			Graduation from Norfolk high school.
Norfolk.....	67,452	2,900	Association	Norfolk Kindergarten Association.	5	215	200	155		11	500	300	
WASHINGTON.													
Seattle.....	24,814	1,067	Private	Everett Private Kindergarten.	1	36	192	20	2.00	1			Graduation from kindergarten training school.
South Yakima.....	14,083	635	do.	Alma Blatchford Sewder.	1	38	187	16	2.50	2			
Seattle.....	23,194	1,027	do.	The Seattle Kindergarten.	1	18	200	11	4.50	1			
Do.....			Association	Methodist Deaconess Association.	1	35	195	20		1			
Do.....			Private	Queen Anne Hill Kindergarten.	1	75	198	15	3.00	1			

Spokes.	104, 402	4, 480	Association.	Ladies' Benevolent Society.	1	32	160	14	1	400	Graduation from approved kindergarten training school.
do.			do.	Woman's Club Day Nursery.	1	30	200	30	1	250	Graduation from Armour Institute.
Do.			Private.	The Mantle Kindergarten.	1	32	180	17	1		Civil-service examination.
Total.			Indian.	Federal Government.	1	23	220	25	1	660	
WEST VIRGINIA.											
Elizabethtown.	11, 118	478	Private.	Bluefield Kindergarten.	1	16	178	18	1		Kindergarten training.
Morgantown.	9, 150	353	do.	Mrs. Hurst's Kindergarten.	1	20	175	17	1		
Wheeling.	41, 641	1, 790	Mission.	King's Daughters.	1	65	180	38	2		
WISCONSIN.											
La Crosse.	30, 417	1, 307	Normal.	State Normal School.	1	25	200	16	1		
Marion.	8, 689	373	Mission.	Seventh Day Adventist Church School.	1	6	180	4	1		
Milwaukee.	373, 875	16, 076	Normal.	State Normal.	1	39	200	40	1	1, 100 (*)	Two years' training experience and study.
Do.			Association.	Milwaukee Mission Kindergarten and Neighborhood Association.	3	215	105	90	3	1, 000	None.
Marquette.	11, 610	628	Parochial.	Our Lady of Lourdes.	1	54	200	40	2	209	Special training.
Oshkosh.	31, 042	1, 421	Normal.	State Normal.	1	34	200	70	1		
Pittsfield.	4, 432	191	do.	State Normal.	1	23	200	23	1		
Racine.	38, 002	1, 634	Private.	Mrs. Anderson's School.	1	31	170	8.75	1		
Superior.	46, 584	1, 736	Normal.	State Normal School.	1	61	200	57	1		
Wausau.	8, 740	375	Association.	Metropolitan Church Association.	1	15	188	14	1	(*)	Educational requirements.
Whitewater.	3, 224	138	Normal.	State Normal School.	1	45	300	22	1		

* Practice-students in kindergarten training school.
 † Statistics for year ended June, 1913.
 ‡ Services given.

* Teachers are sisters.
† Approximate.
‡ Room, board, laundry, in addition to salary.
§ No data.

List of kindergartens for which no statistical data are available.¹

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Alabama:		Illinois—Contd.	
Birmingham.....	Ensley-Wesley House.	Chicago.....	Lillian White Grant's Kin-
Bessemer.....	Miss Adam's Kindergarten.	Do.....	dergarten.
Do.....	Miss Brun's Kindergarten.	Do.....	Hull House.
Sheffield.....	Free Kindergarten.	Do.....	Miss Mary Otterson's Kinder-
Arkansas:		Do.....	garten.
Okolona.....	Miss Alice Stewart's Kinder-	Do.....	Park No. 1 and No. 2 Kinder-
Do.....	garten.	Do.....	gartens.
Texarkana.....	Central High Kindergarten.	Do.....	Plymouth Kindergarten.
California:		Do.....	Mrs. Frederica Root's Kinder-
Los Angeles.....	Angelus Vista School.	Do.....	garten.
Do.....	Chinese Kindergarten.	Do.....	St. Paul's Kindergarten.
Do.....	Misses Jane's Kindergarten.	Do.....	Stevan's School for Girls.
Oakland.....	Dennison Street Settlement	Do.....	Unitarian Church Kindergar-
Do.....	Kindergarten.	Do.....	ten.
Do.....	Good Will Free Kindergarten.	Do.....	Wilson Avenue Y. W. C. A.
Do.....	Key Route Inn Kindergarten.	Do.....	Woodlawn Avenue.
Do.....	Orphans' Home Kindergar-	Dacatur.....	Daggett Kindergarten.
Do.....	ten.	Edwardsville.....	Leclair Kindergarten.
Do.....	Plymouth Church Kindergar-	Elgin.....	First Methodist Church Kin-
Do.....	ten.	Freeport.....	dergarten.
Do.....	Miss Ruth Seeley's Kinder-	Galesburg.....	Miss Edith Christler's Kin-
San Francisco.....	garten.	Do.....	dergarten.
Do.....	Emanuel Kindergarten So-	Godfrey.....	Miss Rheda Coates's Kinder-
Do.....	clety (2 kindergartens).	Do.....	garten.
Do.....	Ocidental Free Kindergar-	Harvey.....	"Beverly Farm" Home and
Do.....	ten.	Do.....	School for Nervous and
Do.....	Pixley Memorial Free Kin-	Do.....	Backward Children.
Santa Rosa.....	dergarten.	Do.....	Miss Mabel Lewis's Kinder-
Do.....	California Fruit Canner's As-	Do.....	garten.
Do.....	sociation Kindergarten.	Doyleton.....	Evangelical Orphanage.
Colorado:		Joliet.....	Miss Dorothy Henderson's
Denver.....	Helle Lennox Nursery.	Do.....	Kindergarten.
Do.....	Do.....	Lake Bluff.....	Methodist Deaconess Orphan-
Do.....	Miss Anna Woolcut's Kinder-	Do.....	age and Epworth Church
Do.....	garten.	Do.....	Home.
Pueblo.....	Sacred Heart Orphanage.	La Salle.....	Miss Myrtle McGinnis's Kin-
Do.....	Woodcroft School.	Do.....	dergarten.
Connecticut:		Lincoln.....	State School and Colony.
Hartford.....	North Street Kindergarten.	Do.....	Miss Mornie Mill's Kindergar-
Lakeville.....	Connecticut School for Imbe-	Do.....	ten.
Do.....	ciles.	Quincy.....	Cheerful Home.
New Haven.....	New Haven Orphan Asylum.	Springfield.....	Lavina Beach Mission Kin-
Springfield.....	Mrs. Francis M. Page's Kin-	Do.....	dergarten.
Do.....	dergarten.	Urbana.....	Cumttingham Children's
Waterbury.....	St. Mary's Parochial Kinder-	Do.....	Home.
Do.....	garten.	Indiana:	
Windsor.....	Miss Carter's Kindergarten.	Brazil.....	Private Kindergarten.
Delaware:		Indianapolis.....	Ketcham Kindergarten.
Wilmington.....	Home for Friendless and Des-	South Bend.....	Laurel Kindergarten.
Do.....	titute Children.	Do.....	St. Joseph County Associa-
Dist. Columbia:		Do.....	tion Kindergarten.
Washington.....	Neighborhood House.	Do.....	The Rose Orphan Asylum.
Do.....	Do.....	Do.....	
Do.....	Lucy Webb Hayes Kinder-	Do.....	
Do.....	garten.	Do.....	
Do.....	Washington Home for Found-	Do.....	
Do.....	lings.	Do.....	
Florida:		Do.....	
Jacksonville.....	Miss Adele Jacob's Kinder-	Do.....	
Do.....	garten.	Do.....	
St. Augustine.....	St. Augustine Free Kinder-	Do.....	
Do.....	garten.	Do.....	
Georgia:		Do.....	
Atlanta.....	Gato City Free Kindergarten.	Do.....	
Do.....	Normal School Kindergarten.	Do.....	
Do.....	West End Kindergarten.	Do.....	
Macon.....	Appleton Church Home Kin-	Do.....	
Do.....	dergarten.	Do.....	
Savannah.....	Miss Agnes Lyon's Kinder-	Do.....	
Do.....	garten.	Do.....	
Illinois:		Do.....	
Bellefonte.....	Miss Lily Flanagan's Kinder-	Do.....	
Do.....	garten.	Do.....	
Do.....	St. John's Orphanage.	Do.....	
Chicago.....	Angel Guardian Orphan Asy-	Do.....	
Do.....	lum.	Do.....	
Do.....	Avondale Kindergarten.	Do.....	
Do.....	Francis E. Clark Settlement.	Do.....	
Do.....	First Street Free Ch. Kin-	Do.....	
Do.....	dergarten.	Do.....	
Do.....	Old's Hill Settlement.	Do.....	
Do.....	Grace Church.	Do.....	

¹ See also list on p. 89.

KINDERGARTENS NOT REPORTED.

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List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Maryland:		Missouri—Contd.	
Baltimore.....	Egerton Home.	Kansas City.....	Miss Francis Scott's Kindergarten.
Do.....	Hampden Free Kindergarten.	St. Louis.....	German Protestant Orphans' Home.
Do.....	Home of the Friendless.	Do.....	Girls' Industrial Home.
Do.....	Light Street Free Kindergarten, Nursery, and Child's Hospital.	Do.....	Mission Free School, Church of the Messiah.
Cambridge.....	Mrs. Handby's Kindergarten.	Warrenton.....	Central Wesleyan Orphan Asylum.
Salisbury.....	Miss Elizabeth Humphrey's Kindergarten.		
Massachusetts:		Montana:	
Boston.....	Mrs. Copely-Groene's Kindergarten.	Boulder.....	Montana Training School for Backward Children.
Do.....	Emanuel House.	Nebraska:	
Do.....	Guild of St. Elizabeth.	Beatrice.....	Institution for Feeble-Minded Youth.
Do.....	Home for Destitute Catholic Children.	Lincoln.....	Congregational Church Kindergarten.
Do.....	New England Home for Little Wanderers.	York.....	Mothers' Jewels Home.
Do.....	Roxbury Neighborhood House.	New Hampshire:	
Do.....	South End House.	Dover.....	Miss Ruth Dearborn's Kindergarten.
Fall River.....	St. Joseph's Orphanage.	Laconia.....	New Hampshire School for Feeble-Minded.
Falmouth.....	Martha Hall Kindergarten.	Manchester.....	Mrs. Moore's Kindergarten.
Hudson.....	Miss Laura Brigham's Kindergarten.		
Ipswich.....	Mrs. Robert Brown's Kindergarten.	New Jersey:	
Do.....	Mrs. Geo. Taylor's Kindergarten.	Elizabeth.....	Eggnoff Day Nursery.
Loomister.....	Miss Fannie L. Fiat's Kindergarten.	Englewood.....	Daisy Field's Home and Hospital.
Lexington.....	Congregational Kindergarten.	Hackensack.....	Mrs. Richards's Kindergarten.
Lynn.....	Lynholm By the Sea.	Jersey City.....	Miss Ida L. Lewis's Kindergarten.
Milford.....	Miss Francis Lowdon's Kindergarten.	Montclair.....	Miss Doubleday's Kindergarten.
Milford.....	Freebel Kindergarten.	Newark.....	Newark Orphans' Home.
Natick.....	Mrs. Geo. B. Haven's Kindergarten.	Parsippany.....	Morris County Children's Home.
N. Attleboro.....	Miss Ryder's Kindergarten.	Paterson.....	Miss Jennie Haver's Kindergarten.
Pawtucket.....	Miss Marietta King's Kindergarten.	Do.....	Miss Margaret Hoxsey's Kindergarten.
Wakefield.....	Miss Grace White's Kindergarten.	Skillman.....	New Jersey State Village for Epileptics.
Waverly.....	Massachusetts School for Feeble-Minded.	Trenton.....	Miss Bosko Van Syckle.
Worcester.....	Orphanage of Our Lady of Mercy.	New York:	
Wrentham.....	Wrentham State Normal.	Albany.....	Orphan Asylum.
Michigan:		Albion.....	Mrs. Robert Moore's Kindergarten.
Coldwater.....	Michigan State Public Schools.	Auburn.....	Miss Marion Tripp's Kindergarten.
Detroit.....	Miss Florence M. Clark's Kindergarten.	Bath.....	Davenport Home.
Do.....	Detroit Industrial School and Free Kindergarten.	Blauvelt.....	Asylum of Sisters of St. Dominic.
Do.....	Detroit University School.	Brooklyn.....	Angel Guardian House.
Do.....	East Side Settlement Association Kindergarten.	Do.....	Brooklyn Industrial Home.
Do.....	Italian-American Institute.	Do.....	First New Day Nursery and Kindergarten Association.
Do.....	Jefferson Avenue Kindergarten.	Do.....	Katharine Tilney Kindergarten.
Grand Rapids.....	D. A. Blodgett Home for Children.	Do.....	Messiah Lutheran Kindergarten.
Do.....	Grace Church Parish Free Kindergarten.	Do.....	Methodist Episcopal Church Kindergarten.
Do.....	Sacred Heart Academy.	Do.....	Nostrand Avenue Methodist Episcopal.
Minnesota:		Do.....	Orphan Asylum Society.
Fairbault.....	Minnesota School for Feeble-Minded and Epileptic.	Do.....	Park Avenue Branch Congregational.
Minneapolis.....	Washburn Memorial Orphan Asylum.	Do.....	Miss M. T. Purdy's Kindergarten.
Mississippi:		Do.....	St. John's Home.
Jackson.....	Mississippi Baptist Orphanage.	Do.....	St. Mark's Protestant Episcopal.
Missouri:		Do.....	Strong Place Baptist Church.
Alton.....	Cherry Street Baptist Kindergarten.	Buffalo.....	Buffalo Orphan Asylum.
Cape Girardeau.....	State Normal School Kindergarten.	Do.....	Fitch Creech.
Kansas City.....	Miss Harrison's Kindergarten.	Hudson.....	Orphan and Relief Association Kindergarten.
Do.....	Miss Richard's Kindergarten.	Iroquois.....	Thomas Indian School.
Do.....	Sisters of Zion.		

List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
New York—Contd.		North Carolina:	
Long Island (Garden City)	House of St. Giles.	Asheville.....	Miss Lizzie Stoven's Kindergarten.
Long Island (Kings Park)	Howard Orphanage Industrial Home.	Ohio:	
Mattituan.....	Miss Amy DuBou's Kindergarten.	Cleveland.....	Christ Church Kindergarten.
Nanuet.....	St. Agatha Home.	Columbus.....	Hungarian Kindergarten.
New York.....	Ascension Memorial Protestant Episcopal Church.	Do.....	Mrs. L. H. Jones's Kindergarten.
Do.....	Barnard School.	Do.....	Institution for Feeble-Minded.
Do.....	Bethany Congregational Church.	Lancaster.....	Miss Arabel Wright's Kindergarten.
Do.....	Bloomington Guild.	Marietta.....	Miss Rhea Hill's Kindergarten.
Do.....	B'nai B'rith Congregation.	Troy.....	Miss Margaret Geiger's Kindergarten.
Do.....	Bohemian Kindergarten.	Oklahoma:	
Do.....	Calvary Baptist Church.	Chickasha.....	Miss Lottie Harris's Kindergarten.
Do.....	Catharine Mission.	Pennsylvania:	
Do.....	Central Presbyterian Church.	Anbridge.....	Anbridge Kindergarten.
Do.....	Miss Chapin's Kindergarten.	Archbald.....	Daisy Memorial Kindergarten.
Do.....	Church of the People.	Beaver.....	Free Kindergarten.
Do.....	Colored Orphan Asylum.	Berwick.....	Y. M. C. A. Kindergarten.
Do.....	E. and M. Davidsburg Kindergarten.	Bradock.....	The Hazel House Kindergarten.
Do.....	Educational Alliance Association.	Harrisburg.....	Miss Mary Cresswell's Kindergarten.
Do.....	Friendship Neighborhood House.	Do.....	Pine Street Presbyterian Church Kindergarten.
Do.....	Grace Church Day Nursery.	Lansdowne.....	Brookwood School for Nervous and Backward Children.
Do.....	Halsey Day Nursery.	Lebanon.....	Miss Joyce Light's Kindergarten.
Do.....	Hamilton House.	Polk.....	Western Pennsylvania State Institution for Feeble-Minded.
Do.....	Hawthorne School.	Reading.....	Miss Moyer's Kindergarten.
Do.....	Hebrew Infant Asylum.	Monrovia.....	Miss Margaret Green's Kindergarten.
Do.....	Hope Day Nursery.	Scranton.....	Miss Gertrude Coursen's Model Kindergarten.
Do.....	Jenny Hunter Training School.	Spring City.....	Eastern Pennsylvania State Institution for Feeble-Minded.
Do.....	Intercession Chapel Protestant Episcopal.	Steelton.....	Miss Edith D. Young's Kindergarten.
Do.....	Italian Methodist Episcopal Church.	Warren.....	Miss Blanch E. Jackson's Kindergarten.
Do.....	Miss Jacob's School.	South Carolina:	
Do.....	Misses Johnston's School.	Abbeville.....	Miss Julia P. Wiley's Kindergarten.
Do.....	Little Mother's Day Nurseries (3 kindergartens).	Columbia.....	Columbia Free Kindergarten.
Do.....	Madison Avenue Reformed.	Greenville.....	Female College.
Do.....	St. Agnes Day Nursery.	Tennessee:	
Do.....	St. Augustine Protestant Episcopal.	Bristol.....	Mrs. Sam Carter Waddell's Kindergarten.
Do.....	St. Chrysostom's Protestant Episcopal.	Murfreesboro.....	Bristol-Nelson School.
Do.....	St. Joseph's Orphan Asylum.	Nashville.....	Mrs. W. H. Binns's Kindergarten.
Do.....	School of Mothercraft.	Do.....	Miss Lucille Manning's Kindergarten.
Do.....	Miss Mary Schoonmaker's Kindergarten.	Texas:	
Do.....	Scotch Presbyterian Kindergarten.	Bolton.....	Miss Van Down's Kindergarten.
Do.....	Scudder School for Girls.	Bonham.....	Bonham Free Kindergarten.
Do.....	Virginia Day Nursery.	Dallas.....	Presbyterian Mission Kindergarten.
Do.....	Warren Goddard House.	Fort Worth.....	Miss Grace Myles's Kindergarten.
Do.....	Washington Heights Day Nursery.	Gulveston.....	Walter Colquitt Memorial Hospital.
Do.....	West Side Day Nursery.	Paris.....	Miss Madge Seckel's Kindergarten.
Oswego.....	Oswego Orphan Asylum.	San Antonio.....	Miss Edith Ghosson's Kindergarten.
Peekskill.....	Mount Florence School.	Sulphur Springs.....	Miss Ella Ashcroft's Kindergarten.
Randall's Island.....	New York City Children's Hospital and School.	Vermont:	
Rochester.....	Rochester Orphan Asylum.	Rutland.....	Church Street Kindergarten.
Do.....	St. Joseph's Asylum.		
Saratoga Springs.....	Miss Copeland's School.		
Schenectady.....	Miss Anna A. Merriam's School.		
Syracuse.....	Ontadoga Orphan Home.		
Do.....	St. Vincent's Asylum.		
Troy.....	Troy Orphan Home.		
Utica.....	Home of the Good Shepherd Kindergarten.		
Do.....	St. Joseph's Infants' Home.		
White Plains.....	Noble School.		

KINDERGARTENS NOT REPORTED.

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List of kindergartens for which no statistical data are available.—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Washington:		Washington—Con.	
Aberdeen.....	W. J. Patterson Kindergarten.	Spokane.....	Spokane Children's Home.
Chehalis.....	Miss Cooke's Kindergarten.	Tacoma.....	Mrs. Harry S. Couch's Kindergarten.
Medical Lake.....	State Institution for Feeble-Minded.	Do.....	Stoel Street Kindergarten.
Seattle.....	Miss Daniel's Kindergarten.	West Virginia:	
Do.....	Day Nursery Kindergarten.	Wheeling.....	South Side Kindergarten.
Do.....	Miss Emma Mottin's Kindergarten.	Wisconsin:	
Do.....	University Kindergarten.	Chippewa Falls.....	Wisconsin Home for Feeble-Minded.
Spokane.....	Miss L. C. Barrett's Kindergarten.	Green Bay.....	Miss L. Wiese's Kindergarten.
Do.....	Miss Lucia Bethel's Kindergarten.	Jefferson.....	St. Coletta's Institution for Feeble-Minded.
Do.....	Mrs. Maud Heleniak's Kindergarten.	Lake Geneva.....	Oak Leigh Educational Sanitarium.
Do.....	Holy Name Academy.	Watertown.....	Lutheran Home for Feeble-Minded and Epileptic.

Kindergartens not represented in the foregoing tables.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Alabama:		Illinois—Contd.	
Birmingham.....	Avondale Wesley House Kindergarten.	Chicago.....	Chicago Nursery and Hall Orphan Asylum.
Do.....	Mrs. D. H. Green's Kindergarten.	Do.....	Church of the Advent Kindergarten.
Do.....	Presbyterian Mission Kindergarten.	Do.....	Lexington Avenue and Sixty-first Street Kindergarten.
Sheffield.....	Misses Jones and Cook's Kindergarten.	Do.....	McCowan Oral School for Young Deaf Children.
Talladega.....	Talladega College Kindergarten.	Do.....	Metcalf Kindergarten.
Tuskegee.....	Children's House.	Do.....	Mosley Kindergarten.
Arkansas:		Do.....	Rogers Memorial Church Kindergarten.
Little Rock.....	Arkansas Deaf-Mute Institute.	Do.....	St. Mary's Kindergarten.
California:		Do.....	The Misses Spald's Kindergarten.
Eidridge.....	Sonoma State House.	Do.....	West Division Street Kindergarten.
Los Angeles.....	First Cong. Church Kindergarten.	Freeport.....	St. Vincent's Orphan Asylum.
Marysville.....	Miss Klockenbaum's Kindergarten.	Rock Island.....	Day School for Deaf.
Petaluma.....	Pepper Kindergarten.	Indiana:	
Redwood City.....	San Mateo Kindergarten.	Anderson.....	Washington Kindergarten.
Ukiah.....	Mrs. E. C. Rodwick's Kindergarten.	Iowa:	
Colorado:		Davenport.....	Ladies Industrial Society Kindergarten.
Denver.....	French Kindergarten.	Glenwood.....	Iowa Institution for Feeble-Minded Children.
Pueblo.....	Minnequa Kindergarten.	Kansas:	
Connecticut:		Atchison.....	State Orphan's Home.
New Haven.....	Miss Thos. Maud's Kindergarten.	Kentucky:	
Delaware:		Farmdale.....	Stewart Home and School.
Wilmington.....	Miss Blanche Eaton's Kindergarten.	Frankfort.....	Kentucky Institute for Feeble-Minded Children.
Florida:		Louisville.....	Kentucky Institute for Education of the Blind.
Jacksonville.....	Boylan Home and Industrial School for Girls.	Olive Hill.....	M. E. Church Kindergarten.
Do.....	Misses Shine and Bland's Private Kindergarten.	Louisiana:	
Albany.....	Fort Pierce Kindergarten.	New Orleans.....	Zito Free Kindergarten.
Georgia:		Maine:	
Atlanta.....	Baptist Settlement Kindergarten.	Eastport.....	Miss Robinson's Kindergarten.
Do.....	Miss Susie Griffith's Kindergarten.	Portland.....	Maine School for the Deaf.
Do.....	Jewish Temple Kindergarten.	Maryland:	
Do.....	Sixteenth Street Kindergarten.	Baltimore.....	Affordby Normal School.
Homerville.....	Miss Ruth Water's Kindergarten.	Do.....	Brown Memorial Mission.
Statesboro.....	Miss Robinson's Kindergarten.	Do.....	Miss Jane's Kindergarten.
Illinois:		Do.....	Jewish Settlement House Kindergarten.
Aurora.....	Aurora Free Kindergarten Association.	Do.....	Locust Street Settlement Kindergarten.
		Do.....	Nursery and Child's Hospital Kindergarten.
		Do.....	Reed Memorial Kindergarten.

See also list on p. 86.

Kindergartens not represented in the foregoing tables—Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Maryland—Contd.		New Jersey	
Baltimore.....	Reid Memorial Guild Kindergarten.	Cranberry.....	The Larches Educational Sanatorium.
Do.....	W. C. T. U. Mission Kindergarten.	Jersey City.....	Hasbrouck's School for Girls.
Frederick.....	Maryland School for Deaf and Dumb.	Montclair.....	Miss Edith Baldwin's Kindergarten.
Owens.....	School for the Blind.	Summit.....	Arthur Home for the Blind.
Ridgely.....	Ridgely Kindergarten.	Trenton.....	New Jersey School for the Deaf.
Westminster.....	Miss Stella Knapp's Kindergarten.	Vineland.....	N. J. Institute for Feeble-Minded Boys and Girls.
Massachusetts:		New Mexico:	
Boston.....	East Boston Neighborhood House.	Alamogordo.....	N. Mex. Institute for the Blind.
Do.....	South Bay Union Kindergarten.	Truthas.....	Methodist Mission School.
Do.....	School for the Blind.	New York:	
Brockton.....	First Baptist Church Kindergarten.	Albany.....	Home School for the Deaf.
Brookline.....	South End Day Nursery.	Aurora.....	Miss E. Judson's Kindergarten.
Holyoke.....	Our Lady of Perpetual Help School.	Brooklyn.....	Brooklyn Labor Lyceum Association.
Lee.....	Charitable Kindergarten.	Do.....	Cuyler Presbyterian Church Kindergarten.
Lynn.....	Miss Chase's Kindergarten.	Do.....	Gardner Memorial Day Nursery.
Do.....	Neighborhood House.	Do.....	Gillespie Memorial Day Nursery.
New Bedford.....	St. Mary's Home.	Do.....	Italian Kindergarten.
Taunton.....	Miss Marion Peck's Kindergarten.	Do.....	Lenox Road Bap. Church Kindergarten.
Worcester.....	Adams Square Cong. Church Kindergarten.	Do.....	Little Mothers' Aid Day Nursery.
Michigan:		Do.....	Northern Day Nursery.
Detroit.....	Berean Baptist Church Kindergarten.	Do.....	Society of Inner Mission and Rescue Work.
Do.....	Franklin Street Settlement Day Nursery.	Buffalo.....	Le Canteux St. Mary's Institution for Deaf Mutes.
Do.....	Reed School for Nervous and Backward Children.	Elmira.....	Kindergarten Training School.
Grand Rapids.....	Mrs. Eugene M. Holmes's Kindergarten.	Hoosick Falls.....	Neighborhood House Kindergarten.
Lansing.....	Michigan School for the Blind.	Knoxville.....	Miss Thift's School.
Lapeer.....	Mich. Home for Feeble-Minded and Epileptics.	Lockport.....	First Free Cong. Church Kindergarten.
Saginaw.....	Miss Urella Kump's Kindergarten.	Malone.....	Nor. N. Y. Institute for Deaf Mutes.
Minnesota:		Middletown.....	Grace Church Parish House Kindergarten.
Albert Lea.....	Miss Edith Haupt's Kindergarten.	Newburgh.....	Children's Home.
Minneapolis.....	Frau Brockmann's German Kindergarten.	New York City.....	Bedford Park Cong. Church Kindergarten.
Do.....	Miss Edith Jones's Kindergarten.	Do.....	Bethany Day Nursery Kindergarten.
Do.....	Miss Bertha E. Lyon's Kindergarten.	Do.....	Bothlehem Day Nursery Kindergarten.
Owatonna.....	State Public School for Dependent Children.	Do.....	Bryson Day Nursery Kindergarten.
St. Paul.....	Protestant Orphan Asylum.	Do.....	Chelsea Day Nursery Kindergarten.
Mississippi:		Do.....	Cornell Memorial M. E. Church Kindergarten.
Jackson.....	Institute for Deaf and Dumb.	Do.....	Finch School.
Okolona.....	Okolona Industrial School.	Do.....	Grace Mission Day Nursery.
Winona.....	Winona Kindergarten.	Do.....	Hebrew Day Nursery.
Missouri:		Do.....	Immanuel Ger. Luth. Church Kindergarten.
Fulton.....	Missouri School for the Deaf.	Do.....	Institution of Mercy Kindergarten.
Independence.....	Mrs. Hamilton's Kindergarten.	Do.....	Institution for Improved Instruction of Deaf Mutes.
Do.....	Miss Ralington's Kindergarten.	Do.....	Incarnation Chapel Kindergarten.
St. Joseph.....	Wesley House Kindergarten.	Do.....	Jewel Day Nursery.
Do.....	Miss Ralington's Kindergarten.	Do.....	Kippa Bay Day Nursery.
St. Louis.....	Episcopal Kindergarten.	Do.....	Lisa Day Nursery.
Do.....	Missouri School for the Blind.	Do.....	Little Missionary's Day Nursery.
Do.....	Neddringham Memorial Kindergarten.	Do.....	Madonna Day Nursery.
Do.....	Under-Age Kindergarten Association (5 kindergartens).	Do.....	Master School Day Nursery.
Montana:		Do.....	"Mother Day" Day Nursery.
Bozeman.....	Little Holland Kindergarten.	Do.....	Mission House of St. Mary the Virgin.
Nebraska:			
Nebraska City.....	Neb. School for the Blind and Deaf.		
New Hampshire:			
Concord.....	Miss M. Etta Bailey's Kindergarten.		

Kindergartens not represented in the foregoing tables-- Continued

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
New York--Contd.		Oklahoma--Contd.	
New York City.	Nazareth Day Nursery.	Muskogee.	Miss Kathryn Keating's Kindergarten.
Do.	New York Institution for the Blind.	Oregon:	
Do.	New York Institution for the Instruction of the Deaf and Dumb.	Salem.	Oregon School for the Deaf.
Do.	New York Parochial School Kindergartens (12).	Do.	Oregon School for the Blind.
Do.	Presentation Day Nursery of the Blessed Virgin Mary.	Pennsylvania:	
Do.	Reno Margulies's School for Children with Defective Hearing.	Allentown.	St. Paul's Lutheran Kindergarten.
Do.	Riverside Day Nursery.	Altoona.	Miss Hotchkiss's Kindergarten.
Do.	St. Agnes Day Nursery.	Chester.	The Ridley Park Kindergarten.
Do.	St. Agnes Chapel Kindergarten.	Easton.	St. John's Lutheran Kindergarten.
Do.	St. Cecilia's Day Nursery.	Edgewood.	W. Pa. Institute for the Deaf and Dumb.
Do.	St. Ignatius Loyola Day Nursery.	Endeavor.	Mrs. N. P. Wheeler's Kindergarten.
Do.	St. John's Day Nursery.	Elwyn.	Pennsylvania Tr. Sch. for Feeble-Minded Children.
Do.	St. Joseph's Day Nursery.	Erie.	Miss Lloyd's Kindergarten.
Do.	St. Mary's Kindergarten.	Overbrook.	Pennsylvania Institution for the Blind.
Do.	St. Michael's Day Nursery.	Philadelphia.	Mount Airy Kindergarten.
Do.	St. Paschal Day Nursery.	Do.	Neighborhood House Kindergarten.
Do.	St. Vincent de Paul Day Nursery.	Do.	Pennsylvania Institution for the Deaf and Dumb.
Do.	San Salvatore Italian Mission Kindergarten.	Pittsburgh.	Methodist Deaconess Home.
Do.	Seventh Street M. E. Church Kindergarten.	Do.	Thurston-Zeilm School.
Do.	Silver Cross Day Nursery.	Do.	W. Pa. Institution for the Blind.
Do.	Spoey School.	Pottsville.	The Free Kindergarten Association.
Do.	Sunbeam Day Nursery.	Royersford.	Miss Jessie Townsend's Kindergarten.
Do.	Sunnyside Day Nursery.	Scranton.	Pennsylvania Oral School for the Deaf.
Do.	Wayside Day Nursery.	Swarthmore.	Swarthmore School and Kindergarten for the Deaf.
Do.	Wilson Industrial School Day Nursery.	Valencia.	Lillian Home Kindergarten.
Do.	Wright Oral School.	West Chester.	Miss McNell's Kindergarten.
Do.	Zion Lutheran Church Kindergarten.	Wilkes-Barre.	Miss Ayre's Kindergarten.
Oxford.	Miss Bessie Hogan's Private Kindergarten.	Wynnewood.	Hathaway School.
Rochester.	Wes. N. Y. Institution for Deaf-Mutes.	Rhode Island:	
Sag Harbor.	Russell Sago Playground Association.	Providence.	R. I. Institution for the Deaf.
Syracuse.	State Institution for Feeble-Minded Children.	Do.	St. Mary's Orphanage.
White Plains.	Chatterton Hills Cong. Church Kindergarten.	South Carolina:	
North Carolina:		Allendale.	Galloway Hall Settlement Kindergarten.
Clinton.	Mrs. Maggie Moore's Kindergarten.	Do.	Haines Institute.
Mount Airy.	Laurel Cliff Cobo Mills Kindergarten.	Camden.	Pine Creek Mill Kindergarten.
Raleigh.	St. Mary's School Kindergarten.	Charleston.	South Side Kindergarten.
Do.	School for the Deaf and Blind.	Do.	Y. W. C. A. Kindergarten.
Do.	State School for the Deaf and Blind.	Lancaster.	Miss Jones's School.
North Dakota:		Walhalla.	Walhalla Mill Kindergarten.
Devils Lake.	N. Dak. School for the Deaf.	South Dakota:	
Grafton.	Institution for Feeble-Minded.	Sioux Falls.	S. Dak. School for the Deaf.
Ohio:		Tennessee:	
Cleveland.	Effie Heights Kindergarten.	Oakdale.	Miss Amanda Kimmer's Kindergarten.
Do.	Laurel School.	Texas:	
Columbus.	West Wound Street Kindergarten.	Angleton.	Mrs. William's Kindergarten.
Do.	Ohio State School for the Blind.	Austin.	Deaf, Dumb, and Blind Institution for Colored Youths.
Do.	State School for the Deaf.	Do.	Texas School for Defectives.
Luna.	Central Kindergarten.	Anson.	Miss Colbert's Kindergarten.
Marietta.	Miss Helen Snackard's Kindergarten (3).	Brackettville.	Brackettville Kindergarten.
Oberlin.	Oberlin Training School Kindergartens (3).	Dallas.	Dallas Training School Kindergarten.
Oklahoma:		Utah:	
Enid.	Institution for Feeble-Minded.	Ogden.	Utah School for the Deaf and Blind.
Guyman.	Miss Elizabeth Chorn's Kindergarten.	Salt Lake City.	Phillips Cong. Church Kindergarten.
		Virginia:	
		Falls Church.	Virginia Home and Training School for Feeble-Minded.
		Harrisonburg.	State Normal School Kindergarten.

Kindergartens not represented in the foregoing tables Continued.

States and cities.	Name of kindergarten.	States and cities.	Name of kindergarten.
Virginia—Contd.		Washington—Cont.	
Lynchburg.....	Miss Louise Davis's Kindergarten.	Walla Walla....	Miss Gregory's Kindergarten.
Norfolk.....	St. George's School Kindergarten.	West Virginia:	
Richmond.....	The Alice Parker Kindergarten.	Huntington....	Miss Clara Nichols's Kindergarten.
Roanoke.....	Roanoke Kindergarten Association.	Wisconsin:	
Staunton.....	Virginia School for the Deaf and Blind.	Delavan.....	Wisconsin School for the Deaf.
Washington:		Janesville.....	Wisconsin School for the Blind.
Vancouver.....	State School for the Blind.	Milwaukee.....	Miss Margaret Hammond's Private Kindergarten.
		Racine.....	Day School for the Blind.

III. KINDERGARTENS AS VIEWED BY SUPERINTENDENTS, PRIMARY SUPERVISORS, AND FIRST-GRADE TEACHERS.

In June, 1913, the Commissioner of Education sent to 127 cities the following two inquiries, the first to superintendents of schools, the second to primary supervisors and first-grade teachers under them:

Your city has, I believe, had kindergartens as a part of its public-school system for several years—long enough to test their value as a part of the system of public education. The Bureau of Education wishes to ascertain, as nearly as possible, just what this value is. To assist in this, will you kindly write me in detail your candid opinion in regard to the matter?

I desire especially to know what advantage children in the primary grades of the public schools who have had kindergarten training have over those who have not; also, what adjustments, if any, need to be made between the kindergarten and the lowest primary grades. Your experience and observation should enable you to speak with some degree of authority on this subject. May I therefore ask you to write me fully in regard to both points?

The response to these inquiries was unusually generous. In a number of cities the school authorities instituted careful investigations among their own supervisory and teaching force, so that the opinions received represent considerably more than a mere personal statement from the administrative officer or teacher who replied. It is obviously impossible to print all the replies, or even the most interesting; but an attempt has been made to present a few of the opinions that seemed to be, for one reason or another, particularly timely, representative, or significant in idea or expression.

In general, the sentiment as revealed in these replies was overwhelmingly favorable to the kindergarten; there was surprising agreement as to the benefits of kindergarten training. It is not easy to determine whether those failing to reply have been unable to obtain kindergartens or are actually opposed to the idea. It is not unfair to say, however, that notably favorable replies were received from those cities whose educational systems have long been known for their general excellence; and in many such cities advocacy of the kindergarten amounts to an enthusiasm rarely expressed with regard to any other phase of school work.

Particularly interesting reports, mainly of favorable tenor, were received from teachers in the following cities: San Diego, Cal.; Jamestown, N. Y.; Mansfield, Ohio; Grand Rapids, Mich.; Cleveland, Ohio; Sheboygan, Wis.; Akron, Ohio; New Haven, Conn.; New

Orleans, La.; Jersey City, N. J.; Pittsburgh, Pa.; South Bend, Ind.; Kalamazoo, Mich.; Omaha, Nebr.; Bayonne, N. J.; Providence, R. I.; Troy, N. Y.; New Britain, Conn.; Minneapolis, Minn.; Manchester, N. H.; Richmond, Va.; Des Moines, Iowa; Superior, Wis.; Dayton, Ohio; Cambridge, Mass.; and Sacramento, Cal. In most instances only one opinion out of many excellent ones from a city can be given. Unfavorable opinions were received from groups of teachers in two cities, one in Pennsylvania and one in Virginia.

Very complete investigations were made by superintendents or supervisors in New York, Philadelphia, Louisville, Baltimore, Racine, Passaic, N. J., Buffalo, Utica, N. Y., Tacoma, Wash., and Denver. The material thus gathered is of peculiar value, representing first-hand experience, and such of it as may not be used in this bulletin has been filed for reference and possible further use.

The Denver reply is fairly typical of the more complete inquiries. In that city the supervisor of kindergartens and primary, Miss Grace Parsons, obtained the opinions of five representative Denver teachers. Two were uncompromising advocates of the kindergarten, who felt that if there was any need for adjustment it was with the primary; that there could be, as one expressed it, "a more liberal use of objects and symbols in primary work." A third teacher thought the kindergarten should make more effort to give the child a definite task and hold him to it. Another believed strongly in kindergarten training, but outlined a rather elaborate plan of readjustments she thought desirable. The fifth teacher was plainly skeptical of certain phases of kindergarten training. "I believe," she writes, "that a child who comes from a home where a mother has the time, ability, and desire to live with her children can and does do just as good work in first grade without ever having been in kindergarten." She points out two customary criticisms of some kindergartens: (1) Too great freedom, making it difficult for the first-grade teacher to get the children broken of "noisy habits"; (2) excessive dependence of the children upon the director, so that when they come to first grade they find it hard to settle down and do for themselves. This teacher concedes, however, that the kindergarten-trained child "is more at ease, more graceful for having had the rhythm work, and tells a story more easily. His handwork, if not too much supervised, is better than that of the child who has not been to kindergarten, and he dramatizes more naturally." But she adds that "the first-grade child who has not been to kindergarten gets it all so very quickly that I often think the time spent in kindergarten would be better spent out of doors, provided all other home conditions are as they should be." Of course this teacher would readily admit that "all other home conditions" seldom are as they should be.

After summarizing the opinions of her teachers, Miss Parsons concludes as follows.

I feel that every grade teacher should have the kindergarten principles in her training, and that the kindergarten teacher should study in normal schools and be prepared to do either kindergarten or grade work. I further feel that one supervisor should have charge of the kindergarten and primary grades, as in Denver. Primary teachers who desire it should be allowed to work with some good kindergartner for a year, and the kindergartner should be allowed to do grade work in the same way. This will make each realize that we can not have two conflicting, opposing systems in one school, but that the teachers must agree on some common plan of procedure. This has been done to a great extent; the kindergarten has influenced the whole school movement to a marked degree, and the child study movement, the new psychology movement, and the new methods in the grades have in turn modified the kindergartens beneficially.

Whatever the age may be that our children attend school, there should be a pre-textbook period in which the children are brought into vital contact with real experiences of life and the things in their immediate environment, under a trained adult. A child who is unable to arrange blocks and sticks, to use sand and clay, to play simple games with his fellows, is not ready for the detailed work of the school. The kindergarten is a place for the testing and trying out of children, and for the application of remedial measures, the aim being to develop the individual as harmoniously as possible. No child should be placed in a first grade until he is ready to attack its problems with ease and vigor, and until his body shows decided powers of coordination and control. The kindergarten corresponds to that long period of race development before schools were heard of, and any tendency to formalize or curtail freedom in the kindergarten will spoil its value as a response to child needs at this culture epoch period.

The Tacoma (Wash.) opinions were particularly interesting, because Tacoma does not have kindergartens as part of the public school system. One teacher prefaced an otherwise favorable opinion by stating that she "very much doubted the advisability of confining the average child in any sort of school much before he is 6 years of age." Another conceded the advantages possessed by children who came from private kindergartens into her school, but questioned how much of this was due to the higher home standards of parents who were able to afford private kindergartens. The other replies were unqualifiedly favorable. One teacher declared:

The advantage possessed by kindergarten-trained children came home to me when, after several years experience with children so trained, I took a school in which the pupils had not had kindergarten work. The unresponsiveness of these children was something I could not at first account for.

Few definitely hostile opinions are expressed, as noted above. Occasionally, however, a city is heard from where there seems to be a settled antipathy to the kindergarten idea. The explanation is doubtless to be found in some especially unfortunate experience with inferior kindergartens. The following from a western superintendent speaks for itself:

About 12 years ago the school board established kindergartens throughout the city. They added enormously to the expenses of the school department, and in many cases,

I am told, were of poor quality. An investigation was precipitated in which it appeared that children without any kindergarten training did even better in the primary grades than children who had had kindergarten experience.

The upshot of it was that kindergartens were thrown out even more abruptly than they were introduced, and since that time the mere mention of public kindergartens has had an effect upon the public mind similar to that produced upon the bovine species by the waving of a red flag. So you see I am not in a position to speak with great assurance on the kindergarten question.

Less severe instances of the effect of purely local conditions are noticeable in several cities, and need always to be taken into account in reading various opinions. Thus one teacher in Norfolk, Va., frankly declared that, judging from the children she had taught in first grade, she considered those who had had kindergarten training to be "superficial, and with a poorly balanced nervous organism" as a result of the work; while another teacher in the same city explained:

Since the school age in Virginia is 7, it is difficult for us to judge kindergarten children fairly. Seven-year old children who come to us from kindergarten have either remained there too long or have been out one or more half terms before we get them. In either case we do not get kindergarten influence at its best.

My own experience during the past two years has been in a crowded slum district, largely with foreign children—Greeks, Italians, Syrians, and Russians. I find that these children, who have had kindergarten training, have a much better command of English, are more courteous, and respond more quickly to all the demands of the schoolroom than other children.

In striking contrast to the skepticism of a few of the letters is the decisive statement of Supt. McDaniel, of Hammond, Ind., which is typical of many replies received:

We have had the kindergarten as part of the regular school work in every building in our city for 20 years. We feel that its results are vital; that children enter the first grade more intelligent than those who have not had that training; that their minds and bodies respond to the needs of the regular work to such an extent that the time necessary for adjustment is materially decreased.

A. OPINIONS OF SUPERINTENDENTS.

F. E. SPALDING, Newton, Mass.—Kindergartens have been maintained throughout the city of Newton about 20 years, and are accessible to practically all children in the city. We believe the kindergartens to be a valuable department of our public educational system. Two years ago I made formal inquiry of all the first and second grade teachers regarding the value of kindergarten training as they observed it in the children that came to them. About three-fourths of all children entering our primary grades have spent from a year or a year and one-half to two years in the kindergarten. The replies of our first and second grade teachers to my inquiry were practically unanimous in favor of the kindergarten training.

C. EDWARD JONES, Albany, N. Y.—We have had kindergartens in our city for a good many years. We would hardly know how to maintain a public-school system without them. If all home conditions were ideal and children could have free play and outdoor exercise until they were 6 years of age, the need of the kindergarten would not be great. But no such conditions exist in any city. The kindergarten, therefore,



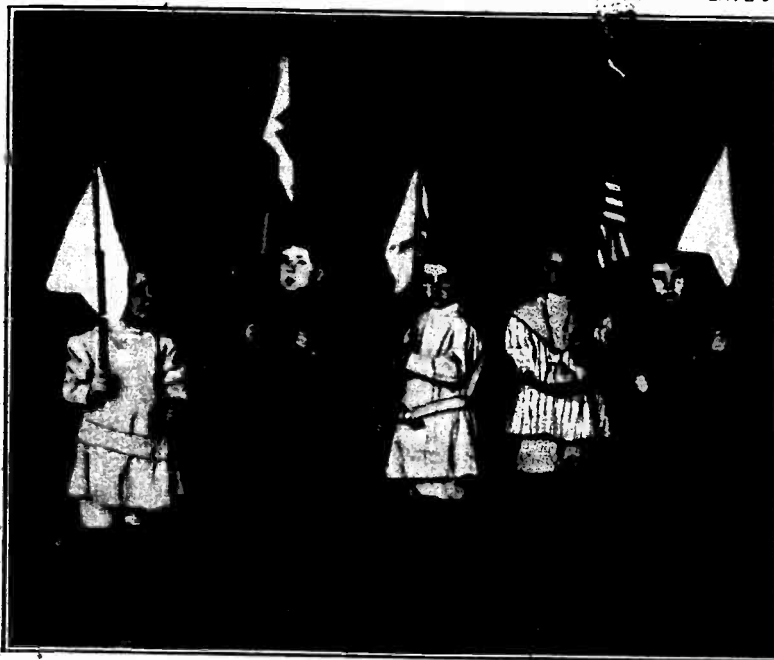
A. "WHO'LL BE THERE FIRST?"

Such active games tend to develop freedom and mastery of the body.



B. "PLAY IN THE OUT-OF-DOORS."

Kindergarten endowed in perpetuity by Dr. Cornelius N. Hoagland, Brooklyn, N.Y.



A. "THREE CHEERS FOR THE RED, WHITE, AND BLUE."

To the call of the flag the erect heads and lifted chests make loyal response.



B. "ONE-TWO, ONE-TWO, MARCH ALONG."

Rhythmic movements help the body to be a free and graceful instrument of the mind.

supplements the home. It gives training in how to work and how to play in such a way as to be of value in the future work, and in addition to this it also supplements what in many cases is a meager home life.

WILLIAM L. WELSH, district superintendent, Philadelphia, Pa.—The value of the kindergarten to any community depends upon two things: (1) The character of the neighborhood; (2) the skill and efficiency of the teacher having charge of the kindergarten.

A district in which the people are possessed of an average income, and where the mothers have abundant time to care for the children, has no need of a kindergarten. It is better for the children that they should be much out of doors, engaged in play and such physical exercises as will develop them bodily than to be compelled to remain indoors for the small mental and social gain which they would receive under the care of the teacher. It is my opinion that we are not placing sufficient emphasis on the value of a strong physique for young children, and that we are overemphasizing the importance of early mental culture. The preeminent requirement for our boys and girls is that they should lay the foundation for good physical health.

In districts having congested population of the lower classes, where the people are much restricted in means and the mothers have not the time to give their children that attention and care which they should have, a kindergarten is very helpful. It provides a place where the children are safe from the dangers of the street and where they may receive instruction and training which their mothers would be unable to give. Usually this class of children have only the street for a playground, and therefore would receive little physical development by any play exercise at home. I should, therefore, favor the establishment of kindergartens in these neighborhoods in sufficient numbers to accommodate all the children of appropriate age.

Under the second head I would say that it is my opinion that the benefit of a kindergarten in any district depends almost entirely upon the manner in which it is conducted. Under a good teacher it may be very useful; under a poor one it is almost valueless. I discover that the opinions of the principals of my district on this question vary almost exactly in proportion to the efficiency of the teacher having charge of their kindergarten. If they have a good teacher, their judgment is favorable; if they are unfortunate enough to have a poor one, they think the reverse. My personal observation coincides with the impressions of the principals. Children who are one or two years under the care of a good woman are better prepared for the work of the following grade and are more alert and resourceful than those who have missed this influence. Under a poor teacher, they acquire bad habits of behavior and imbibe wrong ideas of school order and their relationship to the teacher and fellow pupils.

Where the conditions are favorable and the teacher is of at least average ability, the advantages of kindergarten training are many. Considered from the standpoint of scholastic training, I believe that the children are usually more self-reliant, original, and more apt to take the initiative. They have a quicker understanding, a little more power to think, and therefore usually make more rapid progress in their studies. Their powers of observation are perhaps keener, and they have a better general knowledge. They recognize form and color more readily and have a somewhat better use of their hands. They have a better command of language, are more proficient in counting, and their scholastic standing is apt to be higher. Some principals do not agree to this last statement.

On the other hand, children trained in kindergarten, when they enter the primary grades, are not so amenable to restraint and are, therefore, as a class more difficult to discipline. They are restless, desire too much attention, and seem to require some time to get down to real work. The majority of primary teachers agree that in the beginning children who have passed through kindergarten are more difficult to control.

The kindergarten has an influence socially on the boys and girls. The pupils in the grades following respond more quickly to the little courtesies of life. They are

ciate more freely with other children and their social training reaches up through the grades. They possess more of a community spirit and thus serve to unify the interests of the class.

Taking conditions in the large as we find them in our cities, there can be no doubt that the kindergarten is an important element of our school system. I believe that it should be retained, but that judgment should be used as to the neighborhood in which it is established, and that the teachers should be selected with regard to their adaptation to this particular work.

HERBERT S. WEET, Rochester, N. Y.—We have a kindergarten in every elementary public school in Rochester. Personally, I have every confidence in these kindergartens. So far as any definite information is concerned, we can not prove that children who have had kindergarten training do, through the regular grades, any better work, so far as immediately measurable results are concerned, than do the children who have not had such training. I have a strong impression, however, that this is due more to our inability in the grades to avail ourselves of the kind of work which the kindergarten has given than it is to the absence of valuable training on the part of the kindergarten. Whether we shall ever be able to prove through school records that the child trained in the kindergarten is more efficient along those lines in which the school can adequately test for efficiency I do not know. I believe, however, that the beautiful spirit of our kindergartens gives a joy and a happiness to childhood, an impetus in the way of social cooperation and a training in the way of kindness, courtesy, and other essential qualities that fully justify our whole expenditure in it.

D. J. KELLY, Binghamton, N. Y.—I have no sympathy with the kindergarten as a side issue to our regular school work or, as some one has called it, a "de luxe department" in our educational system. The work should be so planned and conducted as to offer an efficient connecting link between the home and the regular first-grade work, and should articulate as closely with the first grade as the first grade articulates with the second.

In this city I found children were permitted to enter the kindergarten at 4 years of age and at the age of 6 were passed on to the first grade regardless of ability. This meant that many children remained in the kindergarten two years and came to look upon the school as a very monotonous institution. With promotion on the basis of age alone, the work of the kindergarten was of very little help to the first-grade teacher, since the material coming to her was lacking in uniformity.

During the past year I have changed this arrangement so that children enter the kindergarten at 5. The course is planned for one year, the first half pure kindergarten work and the second more of a connecting class. Certain standards were established for our promotions from the kindergarten, just as from any other grade, and these standards were based entirely upon proficiency, instead of age. In other words, when a child reached a certain degree of proficiency he was put into the first grade regardless of his age or how long he had been in the kindergarten. Some children reach this state in half a year and some in a year and a half. It meant, however, that when the first-grade teacher received the product of the kindergarten it had the same degree of uniformity as any product of the school.

J. V. BRENNAN, Ironwood, Mich.—We have had kindergartens as a department of our public-school system for a number of years. This community consists of many nationalities and the people are practically all workers in the iron mines or about the iron mines. Families are usually large and the kindergarten here is a second home to the majority of the children. It is a place for the children to live as well as to learn. Very many of the children learn to speak the English language in the kindergarten. The kindergarten gives these children a right attitude toward schools and school work. In fact, without the kindergarten as an adjunct to the home, school progress here would be considerably retarded. The children who enter the grades

from the kindergarten do much better work, as an average, than those who do not get this training. In my judgment, the kindergarten is an exceedingly valuable part of a school system, especially so in a working community where families are usually large and the parents occupied in the matter of making a living.

A. R. BRUNACHER, Schenectady, N. Y.—We are now maintaining 18 kindergarten classes, each one in charge of a specially trained teacher with a full equipment of kindergarten supplies and apparatus. From an acquaintance of five years, I offer the following opinion regarding the value of kindergarten work:

First. A kindergarten training is unnecessary and an unwarrantable expense of time and energy on children who come from well-regulated homes with opportunity for outdoor life and first-hand contact with nature and the ordinary mechanisms of daily life.

Second. Kindergarten training is of real value where the home conditions are artificial. I have especial reference to city homes where children have no outdoor freedom and to the homes of the wealthy where the child is either neglected or given into the hands of servants.

Third. Kindergarten training is especially valuable in the case of children who come from very poor homes. This applies especially where parents are either morally unfit or are so poor that they can not give the training demanded by common decency.

GERARD T. SMITH, Peoria, Ill.—Kindergartens were introduced into the Peoria public schools five years ago by popular vote. The first year we had only 6 schools. They have increased at the rate of one or two schools each year until we now have 13, with the prospect of the introduction of new ones until each of the 19 elementary schools shall have a kindergarten connected with it. This expansion of the department in itself answers the question as to whether we believe there is value in kindergartens as a part of the public-school system. The introduction was made in the face of scepticism and general disbelief in their educational worth, by primary teachers but this attitude has almost entirely changed. Personally, I consider that the undefinable influences are very marked in our schools. Moreover, I find that our children enter the subsequent grades with much better mental poise, as well as ability to think and act, than children who have not been in kindergartens. In our intermediate grades we now have fewer failures, and on the average our children are somewhat younger than formerly. While other causes may contribute somewhat to this, I attribute it largely to the influences of the kindergartens.

F. H. BEEDE, New Haven, Conn.—We have had kindergartens in New Haven for 20 years and I believe strongly in the value of their work. In this line of work, as in any, mistakes will be made and mistakes have been made; nevertheless, the main work of the kindergartens is, in my opinion, wholesome and useful. Fifteen years ago, first-grade teachers preferred to have children directly from the home, without previous school experience, rather than to have children from kindergartens. Their feeling was that kindergarten children had not learned prompt obedience and the formalities of school routine. To-day probably every first-grade teacher in our city would prefer to have kindergarten children. Their testimony is that these children have more initiative, more experience, a larger fund of school information, and a habit of doing school work in conjunction with other children. Their social instinct has been developed. The old-fashioned teacher who wants mainly to "hold down" school children does not want kindergarten children. The up-to-date teacher whose thought is to develop her children, to enlarge their power of initiative, and to develop responsiveness on their part, asks every time for kindergarten children.

There is the further thought that in the foreign districts, kindergartens are doing a splendid work in taking children as crude material from the homes and introducing them to life under the leadership of a few fine women.

M. A. CASSIDY, Lexington, Ky.—Twenty-six years ago the kindergarten was made a part of the Lexington public-school system. This city was, therefore, one of the first to take this important step in educational progress. I was then superintendent, and ever since I have watched with great interest kindergarten growth and development. Within that time, a large number of children have been promoted from these kindergartens to the primary schools, and it has been my pleasure to compare their progress with that of those who have not had the advantage of kindergarten training. Beyond doubt, the progress of kindergarten-trained children is much more satisfactory in every way.

In Lexington the Montessori plan is used to make the adjustment between the kindergarten and the lowest primary grade. This work is supplemented by such primary work as will better prepare the pupil to enter upon the regular grade work. This has been very successful here, and I could give many instances of dull minds awakened through the use of the Montessori material.

C. E. CHADSEY, Detroit, Mich.—My experience with kindergartens now extends over a period of years, both in Denver and in Detroit, and I can express myself most emphatically in favor of very liberal expenditures for kindergarten purposes. While the results of the kindergarten are not always tangible, that is, they can not always be measured with reference to the specific work accomplished in the elementary grades, I am convinced that the general value to the child through increasing his stock of general emotions, particularly with reference to his social relations with his fellows, justifies the expenditure incurred.

The attitude of our kindergarten teachers in recent years has greatly increased the value of the kindergarten. The appreciation of the social significance of the work, and the saner methods used, justify one in having a most optimistic attitude concerning the future usefulness and improvement of the kindergarten.

H. F. LEVERENZ, Sheboygan, Wis.—The schools of this city would not appear complete, and would not be complete, without the kindergartens. They have been a part of the public-school system of this city since 1890; they have always been popular, and they have been liberally supported, although a few individuals have occasionally questioned their value. No one who knows kindergartens will question their value in sense training and also physical and moral training. Parents who have had children in the kindergarten are often found giving testimony of these values without intending to do so.

The kindergarten introduces the child into school life in the proper manner. This point can not be overestimated, for this attitude toward school life accompanies the child to and through the succeeding grades. The kindergarten is also the means of bringing parents in contact with school more than any other grade.

JEREMIAH RHODES, Pasadena, Cal.—Pasadena has well-organized, thoroughly equipped, and modern kindergartens. I believe thoroughly in the kindergarten idea and feel that our experiment in Pasadena has abundantly proved the work of the kindergarten in socializing the community; in bringing children in the best way from the home to the primary school; and in demonstrating the necessity for liberalizing our ideas of public-school administration and teaching. Without question we are getting greater value from the kindergartens as organized in our city than from any other single department of our school work.

Our kindergartens are in bungalows, especially constructed for the purpose, and at the same time definitely connected with our schools, each being located on the corner of the campus.

ALLEN P. KEITH, New Bedford, Mass.—In September, 1897, kindergartens were first opened in our schools, and 4 were maintained until 1909. Because of constant friction between the kindergartners and the first-grade teachers, the kindergartens were never extended in the system.

When our course of study was revised in 1908, we aimed to correct this misunderstanding by establishing a class to be known as "kindergarten and subprimary class." We admitted children to the kindergartens at 5 years of age, and to the subprimary at 5½ years. The subprimary class attend the morning session and the kindergarten class the afternoon session. We now have 12 such classes in the city, and they are very popular in the districts in which they are located, both with the parents and with the teachers. The first-grade teachers are now glad to get children who have had this previous training, and we look for the extension of the work.

ELLA FLAGG YOUNG, Chicago, Ill.—With respect to a better relation between kindergarten and first grade in our school system, it may be said that the influence of the kindergarten spirit and methods upon the whole of elementary education, and particularly upon primary education, has been so great during the last 25 years as practically to unite kindergarten and first-grade classes. The transition is certainly not greater than that between elementary and high school or between high school and college. Wherever special provision has been made to join kindergarten and first-grade by some such expedient as an intermediate class, the plan has been abandoned. Such classes have proved undesirable and unnecessary.

JAMES M. TULLY, assistant superintendent, Terre Haute, Ind.—In our system pupils who have had kindergarten training are credited with: (1) Coordination of muscles—ability to work with hands; (2) freedom of association and expression; (3) some power to take "orders" and to visualize; (4) some knowledge of color, construction, rote singing, and rhythm; (5) an enlarged and intensified child life which forms the basis for habits of politeness and service.

In our system we provide for the above advantages through classification. Each first primary room has at least two classes—1C and 1B. All entering pupils are classified as 1C; in a month or so the stronger pupils, with or without kindergarten training, are classified as 1B's and at the close of the term (5 months) they are promoted to 1A. The slow pupils at the same time become 1B's. In this way the pupils with kindergarten training are in no way hindered in their progress.

FRANK D. SLUTZ, Pueblo, Colo.—1. We asked each of our first-grade teachers this question, Do you consider that children who have had kindergarten training do better first-grade work than those who have not?

Nine teachers answered. Out of the nine two said "No" and seven said "Yes."

2. The following general suggestions were made by the teachers:

(a) If we might have a better coordination of kindergarten and primary work, we would get better results.

(b) Kindergartners do not study primary conditions enough nor do the primary teachers know what to expect or require of the kindergarten children.

(c) There is great need of a beginner's room.

(d) The teachers agree that the kindergarten is valuable in the following respects: Children are made happy and joyful in songs and games. The kindergarten is a great help to the home. The kindergarten is responsible for some gain in musical control.

* The teachers also agreed that the following are arguments against the kindergarten: It has no definite purpose; it is not always well disciplined, and the children are not encouraged to do independent work.

OTIS ASHMORE, Savannah, Ga.—Replying to your inquiry concerning the effects of kindergarten training upon the pupils of the public schools, I will say that we do not have kindergartens connected with public schools in Savannah, but there is a very good system of private kindergartens here, nearly all of whose pupils go through our public schools later on in their course. A few years ago I made an exhaustive investigation of the points at issue. I assumed that if the kindergarten training was of any special benefit to the child, it would be revealed in his attainments in scholar-

ship and deportment in the grammar schools. Theoretically, kindergarten training should increase the powers of the mind, especially in the domain of perception and memory; and those qualities which are usually embraced under the head of deportment should also reveal the effects of the cultural work done in the kindergarten. My plan of procedure was to adopt measures to eliminate the personal equation and all prejudice, and to compare the records of a year of all children who had attended a kindergarten with the records of those who had not attended a kindergarten. The averages of these two groups were taken by schools and then consolidated. At the close of the year after the records had been made and recorded this comparison of the scholarship and deportment records was made. Every precaution was taken to make the investigation fair and exhaustive, and I am sure that these ends were attained.

The results were interesting. In some schools there was a slight indication in favor of the kindergarten group, and in others a slight indication in favor of the nonkindergarten group. The consolidation of the results showed for the whole city almost an exact balance. While the balance was very slightly in favor of the nonkindergarten group, it was so slight that it was not at all significant. The inference to be drawn from this investigation is that any benefits which may have been given to children by kindergarten training in Savannah were not revealed by this investigation.

Final conclusions should not be made from this investigation, for behind it all still stands the question, May not kindergarten training give to the child qualities which this test does not reach, and may not similar investigations in other cities, and even in our own city, show different results? From my observations, however, I do not think the results are far from the truth in Savannah. The kindergarten child does, indeed, have some theoretical advantage over the nonkindergarten child along certain lines which are very obvious, but the nonkindergarten child, especially the child of our mild southern climate, with its outdoor freedom and opportunities for self-activity and self-direction, also has some advantage over the child who may be too much restrained and directed. It is a large question, with much truth and much error combined in claims on both sides.

A. E. KAGEL, assistant superintendent, Milwaukee, Wis.—We have a kindergarten in each of our public schools; in two of our schools the number of children entitled to admission is so large that we are obliged to have two kindergartens in each of them. Our teachers have all been trained in normal schools. We put particular emphasis upon language and sense training, rhythms and music. Children who have had one year's training in the kindergarten easily finish the first grade by the time they are 7 years old; that is, they do first-grade work in 1 year. In schools where a large number enter the school at the age of 6 years, the first-grade teachers are anxious to get those children who have had a year's training in the kindergarten, rather than those who just come off the street, because they take directions better, are more alert, and are able to distinguish forms better, and hence learn to read and spell more readily. Besides, the hand-training they have received makes them more proficient writers, and their general conduct is better, particularly in their dealings with each other.

In many of our schools we have organized mothers' clubs, in order to bring the mothers early into harmony with the school and to get their cooperation. Excursions to neighboring shops, to parks, and games played outdoors constitute part of the kindergarten program. In a number of kindergartens 10-o'clock lunch, consisting of milk and crackers, is served. The expense is 5 cents a week for each child. This money is either raised by school entertainments or is contributed directly by the children.

We consider the kindergarten indispensable for all classes of children. It is here that the child gets his first lesson in democracy and social obligation.

J. M. H. FREDRICK, Cleveland, Ohio—Until the present year Cleveland had a supervisor of kindergarten work. This year we have aimed to combine the supervision of

the kindergartens with the supervision of the grades. Our purpose has been to unite this special activity more closely with the regular school work. As a result I think our kindergarten teachers feel that they are more essentially a part of the school system than ever before, and the elementary teachers have seized the opportunity afforded them to incorporate in their work a large measure of modified and adapted kindergarten devices and methods. The trial, to be sure, has been brief, but the results appear to be better even than we had anticipated.

The kindergarten is no longer a thing apart from the elementary schools in Cleveland. There is a growing sentiment here that if a child could have but eight years of school life, it would be better to begin with the kindergarten and close with the seventh grade, than to begin with the first grade and finish the eighth. I think that there is not so much need that the kindergarten work shall be adjusted to the primary grades as that the primary grades shall be adjusted to the kindergarten idea.

My observation for many years of the kindergarten-trained child in the regular school has convinced me thoroughly that the work not only gives greater power, but what is more important, it begets the true attitude to life and society.

B. OPINIONS OF PRIMARY SUPERVISORS.

FANNIE B. GRIFFITH, St. Louis, Mo.—Good kindergarten training, which wisely and sympathetically directs and utilizes the child's active impulses and love of play, provides for little children an easy and happy transition from the freedom of the home, with its more or less conscious tuition, to that of the school where less freedom can be allowed and where the tuition is more conscious, purposeful, and systematic.

A child who has had training in a good kindergarten gives practical evidence of it when he begins primary work. Comparing him with a child who has not had this training, I should say that, as a rule, he uses his hands more deftly, has a better idea of form and number, expresses his thoughts more freely in spoken language, is more self-confident, exercises more self-control, adjusts himself more readily to new conditions, follows directions more intelligently, is more observant and attentive, more resourceful in amusing and helping himself, and has a better idea of the proper way to conduct himself in social intercourse with his equals.

In discussing the matter of needed adjustments between the kindergarten and the lowest primary, it is encouraging to note that the breach between these two departments of instruction has been greatly lessened. Some 20 years ago the old order of primary education, which has been criticised for formalism in instruction and repression in management, began to give place to the new, and the work has since been more or less in a state of flux. The nature, needs, and interests of the child have been studied and an effort made to adapt the work to meet the needs of childhood. The primary teacher, as well as the kindergartner, has for her guiding principle the vital principle in a child's development, his self-activity. While the formal subjects of the primary grade—reading, writing, spelling, and arithmetic—differ greatly from kindergarten work, the content of the modern readers and story books make so strong an appeal to the child's interest, and the methods of teaching the various subjects are so interesting that the child from the kindergarten beginning first-grade work enjoys his new work quite as much as that which he has left.

ETHEL WAGO, Passaic, N. J.—If the kindergarten work has been of a poor quality, I doubt if children with kindergarten training have any advantage over those without it. By poor quality, I mean work of such a character that bad school habits are formed, for instance, little discipline, slovenly manual work, and so much memory work attempted in the way of songs, folk dances (with more songs), and verses for every season, day, and duty, that the majority of the children form the habit of num-

bling the words they don't know and of depending on the few bright children who are leaders to carry them along.

Children who have been in such a kindergarten are to be pitied, but not more so perhaps than the first-grade teachers to whom they will be promoted. I have seen a kindergarten which approximated the above. I believe, however, that they are rare.

On the other hand, when children are promoted from kindergarten to first-grade with 5 months' or a year's training in obedience, cooperation, and good manners, they are much easier to manage in a class of 40 or 45 than children who have not had this training.

Children who have been taught to be attentive and observing in kindergarten learn to read in first grade with greater rapidity than those who have not received this training. If through the kindergarten work a reasonable motor control has been secured, the work of learning to draw and write is greatly lessened for the first-grade child. I believe that, with common sense, kindergarten-trained children are at a real advantage over those of the same degree of mentality who have not received this training, namely, in their knowledge of general school life and in their ability to take the work more easily and rapidly.

A. M. FOSBICK, principal, Franklin School, San Diego, Cal.—The primary teachers of Franklin School are unanimously in favor of the kindergarten, in which opinion I heartily concur. They say that through experience they are positive that those children who have had the kindergarten work have marked advantages over those who have not, and name the following as perhaps the more salient points of advantage: (1) greater development of the social instinct; they play and work together better; (2) more self-reliance; (3) better power of concentration; (4) decided gain in handwork; (5) happier outlook upon school life, gained through the early direction of the instinct for play.

MISS LUCY G. BRISTOL, Louisville, Ky.—Children coming from kindergarten to first grade, when they have really had any consecutive kindergarten work, have many advantages over the child coming directly from home. The kindergarten child has learned to take to himself directions or instruction given to a group or class of children, where the home child will not respond, unless appealed to individually. He has learned to follow directions with reasonable accuracy; to handle himself and his working materials intelligently, where the home child is frequently helpless. He has learned considerable self-control, and has been taught to work in harmony with his companions.

The "spoiled" child and the unfortunate "only" child, who have ruled the household, here learn that they are only one of many and that others have rights that must be respected.

Most kindergarten children are willing to attempt new work with some confidence in their own ability, while the home children often have to be coaxed to make an effort. During this term, a little girl of over 6½ years wept so much and was so unhappy in the first grade that she was sent to the kindergarten, where in two weeks she had so overcome her excessive timidity that she returned to the first grade of her own accord and tried to do the required work.

All these things take a great burden from the shoulders of the primary teacher.

The criticism that the kindergarten develops only the play idea in children is less heard, as those who study the kindergarten's plans realize the connected thought work behind their play activities.

Another frequent criticism, that the freedom of the kindergarten (especially the freedom of speech) makes the first-grade discipline more difficult, will probably soon be untenable, as this year the kindergartners are teaching the little folks to work out their play problems in silence, hoping thus to strengthen their powers of concentration.

The greatest disadvantage at present, to my mind, is that children can not be required to go through kindergarten. Hence, those who do are in such minority that they practically lose the advantage gained. If in a class of first-grade beginners only 25 per cent or less (as is often the case) are kindergarten children, it is obvious that they must lose time while the 75 per cent are being brought to their standard.

Mothers and fathers need to be educated to the value of the kindergarten, as many think that if a child goes a month or two in the fall or spring each and during a few good days in the winter, he is a full-fledged kindergartner, not realizing that back of the play problems given him is a carefully developed consecutive plan, of which he fails to get the benefit.

When I hear teachers decrying the kindergarten, I feel sure they either have not investigated, or have back of them a kindergarten in name only and not founded on the principle of child growth.

SOPHIE C. BECKER, principal of grammar school, Buffalo, N. Y.—For the first 6 years of my supervision of this school we had no kindergarten, while for the last 6 years we have had one, hence I feel that I can speak from a sufficient experience of both conditions.

Formerly we had to admit children to our first-grade whenever, in the opinion of the parent, they were old enough to come, so that the range in age was from 5 to 8 years.

In September and February the teacher's task was most arduous. She began the term with 40 or 50 wriggling, squirming, much-petted and spoilt babies fresh from the nursery. They were timid, tongue-tied, homesick babes, and she had to devise all sorts of interesting and at the same time profitable employments until they felt at home sufficiently to answer questions, so that she could ascertain what usable ideas or concepts they had which would furnish a basis for the beginning of the real work of the grade. She could not expect confidently that any of pedagogic value would be common to all, for, coming from 40 different homes, different environments, having different inheritances, and often speaking different tongues, she had 40 different culture-capacities to deal with. She found the contents of each mind different, with many faulty and strange ideas to correct, and by the time she had investigated and trained enough to transform a heterogeneous mass into a homogeneous class ready for the new ideas she had to offer, at least three months of the term had gone and a year's energy and invention had been expended. At the end of the year the older and brighter ones were ready for the second grade, but a considerable residuum was left to repeat a portion of the work.

Since we have had the kindergarten the children enter at 4 or 5 and are graded as first or second year pupils according to their degree of development. The first-grade teacher now receives 40 little workers who have learned to control their desires, their tempers, their muscles, their voices, their attention; who can take and carry out a direction; who have had all their special senses trained; who have been taught to observe, compare, think, and express their thought in fair English. They have more than one mode of expression, namely, action, painting, cutting, modeling. They know form and color; they have a sense of rhythm and some of tones, and a usable collection of concepts for the immediate work of first grade in number, nature study, literature, and ethics.

No time is lost in first grade getting ready. Work begins at once. Many children are ready for the second grade at the end of six or seven months. Only those who have lost time through illness or have a mental defect are left behind.

The first-grade teacher finds her work far more satisfactory; the parent who has had one child trained in the kindergarten would not forego the privilege for the rest of her children. We are frequently thanked for the home effect of the kindergarten training. The courtesy, helpfulness, orderliness, and general resourcefulness of the little ones are matters of comment.

WILL ANGLIER, principal Lincoln School, San Diego, Cal.—In a good kindergarten there is an atmosphere of buoyancy, of growth, and of loving obedience, and there are large opportunities for training in sympathy and generosity, in social equality, and in self-control.

Some of the points where the kindergarten child excels the child who has missed that training are as follows:

- (1) He has learned to take and to understand simple instructions from another person than his mother.
- (2) He has learned to obey instructions frequently with much more willingness and celerity than given at home.
- (3) He has learned a part of the great lesson of community life and is usually much less self-centered than the lone child of modern civilization.
- (4) He is nearly always quicker and more deft with his fingers, because of the hand-work.
- (5) He is a better "mixer."
- (6) He is, if from a family where a foreign language is the mother tongue, very much better equipped with the vocabulary in which he is to work.

ELLA RUTH BOYCE, director of kindergartens, Pittsburgh, Pa.—Two years ago statistics were gathered to show whether any time was gained in progress through the Pittsburgh schools because of kindergarten training. These were crude and imperfect, because of the lack of accurate records, but averaging together all we could secure, it was found that the average age of children with kindergarten training was 0.52 of a year lower than those who had not had it.

Children with kindergarten training fail to reap the full benefits of it for the following reasons:

The class having kindergarten training is in practically every case in Pittsburgh not kept as a unit, but is taught in a room with children without this training. While they do forge ahead even under these conditions, there is a great loss in that no account is made of their experiences.

There should be much more knowledge and insight on the part of both primary teacher and kindergartner as to the work, aims, and method of each other. Something is being done to this end in the Pittsburgh Training School for Teachers, where the junior courses for both elementary and kindergarten students are the same.

The kindergarten aim and method of discipline agree with all modern theory and effort in this matter and should be adopted throughout the elementary school.

The concrete work in form and number could with advantage be carried to a much greater degree of development in the elementary school. At present there is practically no advantage taken of the child's love for and ability to learn about form, color, and number.

Perhaps the greatest loss comes in the hand work where often children repeat the same work they did in kindergarten, and with much less creative effort.

In this connection I should like to quote the remark made this week by a principal to one of our kindergartners when the progress of a particular child was being discussed. She said: "I have always felt that there was too great a break between the kindergarten and the primary, but I used to blame it on the kindergarten. Now I am coming to believe it is the fault of the primary."

MARY A. LEWIS, Cambridge, Mass.—One gain observable in the children coming from the kindergarten to the first grade is that they have learned to come to school, and have also learned to be neat and punctual. The first day shows them as advanced in school ways as children from homes are in two or three months. They have also learned attention and the ability to follow directions, and they have gained considerable manual skill. Their incidental knowledge of number, color, form, and direction is also a great help. Their oral language is much in advance of that of the home children, and many of them can reproduce stories very well.

I place the ethical teaching of the kindergarten above all else. The children learn to live with each other and to be good comrades and loyal to their school.

I would not have any of the work of the primary grades incorporated with the kindergarten program; but I would extend some of the kindergarten work into the first grade, especially where the children enter before they are 6 years of age. We have been experimenting this spring with an overflow class of 20 children who spend most of their three-hour daily session on a veranda belonging to a kind neighbor. They give 90 minutes to acquiring the school arts, 30 minutes to games in the garden, and 60 minutes to the usual kindergarten work. The results are gratifying. The children's health is much improved, and they are very happy. We hope to continue this work, with modifications, in the fall.

Could the youngest children in the first grade return for games, dances, and dramatizing under the conditions and in the larger freedom possible in the kindergarten rooms, much fatigue and nervousness now observable in the later part of the afternoon would disappear. Where the children attend two sessions each day this arrangement is possible and desirable.

ELLEN M. QUIGLEY, Troy, N. Y.—In my experience I have found that little children who have had the great privilege of being trained in kindergarten by a skillful, enthusiastic kindergarten have many advantages over those who come from even the best homes directly to first grade.

First-grade teachers experience very little difficulty in settling down the little people from a good kindergarten to do the work required in this grade. The children seem to adapt themselves to the different conditions in the primary almost from the first day.

I would suggest that a child who enters kindergarten at the age of 4 years be given kindergarten instruction. When 5 years old, if too immature or not fitted to take up primary work, he might have kindergarten instruction in the morning and primary work in the afternoon. A child who does not enter until 5 should have kindergarten training in the morning and primary work in the afternoon. Every child 6 years old should be entered as a regular first-grade pupil. I consider it a great injustice to any child to be kept in kindergarten until he is 7.

ALICE J. KILPATRICK, Philadelphia, Pa.—The following statistics are for the year beginning September 8, 1912:

	Kindergarten.		Other sources.	
	Received.	Promoted.	Received.	Promoted.
Room 5.....	9	Per cent. 100	30	Per cent. 83
Room 2.....	11	100	28	82
Room 4.....	7	100	36	77

This shows a decided advantage on the part of kindergarten pupils. In my opinion a child is robbed of a part of its birthright when deprived of at least one year in kindergarten.

CAROLINE D. ABORN, director of kindergartens, Boston, Mass.—The kindergarten has been a part of the public-school system of the city of Boston since 1888. There are at present 124 kindergartens, which means from 1 to 5 kindergartens in connection with every school district, except two. The superintendent, Mr. Franklin B. Dyer, is an avowed advocate of the kindergarten as the first step in education; therefore, under his régime we shall expect to see even more kindergartens established in the city from time to time.

I am in possession of over 100 letters written by the primary teachers in Boston, in which they have themselves stated their opinion of the benefit of kindergarten instruction.

They state that the manual work of the kindergarten is very helpful in developing skill with the hands, ability to write and draw, and the use of other implements of the schoolroom. Through the songs and stories and excursions taken by the kindergarten children, a child gains an amount of general knowledge and becomes interested in the world of nature, all of which helps him, when he begins to read, to interpret the printed page. Through the work with blocks, sticks, rings, etc., the child's number sense is awakened and developed, and this helps very much when he begins to work with abstract numbers. Beginnings of a love for literature are also started in the kindergarten, for the children hear stories, look at pictures, and reproduce stories in such a way as to make them eager for good poetry and good prose. We primary teachers feel, in other words, that the kindergarten prepares good soil in which the grade teachers may begin to work.

WATLER C. BISHOP, principal Bache School, Philadelphia, Pa.—The statement that kindergarten children are incessant talkers is well founded. All the games of the kindergarten and much of the handwork admit of conversation that not only pleases but trains the child in the use of language. I do not see how this can be corrected without destroying one of the benefits of such training. The judgment of children of this age is very rudimentary, and they can not readily distinguish when talking is permissible and when it is not. I believe it is the duty of the first-grade teacher to train the child's judgment along this line. However, in a school that admits of two kindergartens the younger children should be in one class and the older in a second. The younger children should attempt little except songs and games and, as far as feasible, these should be carried on out of doors. More serious work could then be undertaken in the advance class and these children could be disciplined toward the end of the kindergarten course along lines required for the work in the first grade.

ZOE C. SHAW, Kalamazoo, Mich.—There exists in Kalamazoo a very close relationship between kindergarten and primary. The former has been established as a regular part of the public-school system for many years, and is one of the best organized departments of our system.

Few children enter primary who have not had kindergarten training, so thoroughly convinced are the school patrons of the worth of such training.

One of the strongest features of the kindergarten and primary here is the spirit of cooperation and mutual helpfulness which exists among the teachers. Primary teachers are acquainted with the plans and purposes of the kindergarten, vice versa, and work in harmony, aiming to produce a continuous course of development during the period of childhood, with no break between kindergarten and Grades I and II of regular school. This has been accomplished partly by giving the preference to primary teachers who have had kindergarten training and partly through cooperative supervision of the two departments, planning for joint meetings of their teachers, for general discussion, and for visiting each other, thus establishing good feeling and mutual helpfulness.

Circle primary rooms are an added incentive to freedom in the primary. The child coming from kindergarten feels at home in a primary room furnished with tables and chairs and with the familiar circle for social periods. Over half of our primary rooms are equipped this way, and teachers prefer these rooms.

There is much yet to be done in the way of graded activities that will help to avoid "marking time" in primary. This we think can be accomplished when primary teachers recognize the strength of initiative and power of experience possessed by the kindergarten group sent on to them. This cooperative consciousness is what we are striving to attain.

C. OPINIONS OF PRIMARY TEACHERS.

MALANIE A. SCHUTE, Cincinnati, Ohio.—During the period of 31 years that I have spent in the Avondale School in Cincinnati, I have always had a few children who had had some kindergarten training. Five years ago the kindergarten became a part of our public school system.

We are extremely fortunate in having in our school a director who is an ideal kindergarten; so my comparison can be drawn between children who have received the best kindergarten training and these less fortunate ones who missed this training altogether.

The kindergarten children show the result of systematic sense training. Their power of observation is greater. They are able to discover things for themselves and use eyes and ears. They are more free and easy in their movements, because of the games and exercises in rhythm, which have trained and developed their limbs. They use their hands better in all forms of construction work. The sense training given the kindergarten child helps him to form a clearer mental image of the idea he wishes to express; hence his work is better in all the various modes of expression, language, painting, clay modeling, etc. He is more self-reliant, helpful, unselfish, and apt to show a budding community spirit that impels him to go to the assistance of a more timid scholar. He has a better command of language, because he has had ample opportunity to express his ideas and has been encouraged to tell what he has seen or experienced. When thrown upon his own resources, during the period of busy work, he performs the tasks assigned him more intelligently. And, lastly, his life is richer because of the beautiful stories and songs he has heard in the year spent in the kindergarten.

As to "adjustment between kindergarten and lowest primary grade," it seems to me there should be a complete "dovetailing" between the kindergarten and the first grade. The games and plays should be continued in the first grade and also the free expression by means of paper cutting, painting, clay modeling, etc. The story, which has so large a place in the kindergarten, should have a large place in the lower grades, forming the basis of the lessons in reading.

The circle of the kindergarten should find a place in the first-grade also. With the introduction of movable desks the problem of sufficient room space for games and dramatization would be solved. The transition from the kindergarten to routine of the schoolroom should be so gradual that the beginning of one and ending of the other is the same. In the words of a kindergarten of wide experience:

If the kindergarten principles upon which the kindergarten practice is based are valid, they must be valid not alone on the stage of development which the kindergarten covers, but also for the other stages as well.

KATE FARRELL, St. Louis, Mo.—During the last four years my work has been with children who were receiving primary work and kindergarten training in alternate periods. This program was instituted in St. Louis by Supt. Blewett who wished to test the development of children of 6. The law regulating school age did not, until the present year, allow a child under 7 to enter school.

The adjustment between the kindergarten and the lowest primary grades would be much smoother, I believe, and the kindergarten training a much more definite and substantial value to the child in his work in the primary grades, if he were allowed to formalize his experiences in the kindergarten. By formalizing, I do not mean anything which would in any sense verge on a drilled recitation.

Without oral expression, how can we be certain that the child's mental experiences are those which Froebel and his followers suppose them to be? While the kindergarten in theory recognizes the value of oral expression, in practice much of it is imitative and dependent. Much of the symbolism is too remote from the child's actual experience to rouse in him the impulse for independent investigation. Even in nature study and mathematics a definite result is prevented by the prevailing fear of for-

malism. The child's impulses remain undiscovered through failure to utilize the most potent means of expression—language. Self-activity, the proclaimed basis of the kindergarten, is not promoted in the kindergarten when it fails to recognize that to formulate thought is to produce thought.

I believe that the child who is allowed, in the kindergarten, to give voice to his own ideas, is much better equipped for the work in the primary grades than is the child who has the experiences of the kindergarten interpreted by the teacher, perfect though the language may be.

While I am in entire sympathy with the kindergarten and fully appreciate what it does for the child of from 3 to 5 years, I believe that it should, during the period from 5 to 6, curtail the time given to the less valuable forms of expression in favor of the great one of oral expression.

KATHERINE M. GUEST, Chicago, Ill.—The kindergarten child has a broadened experience. He learns habits of observation by relating what he sees on the way to and from school, in visits to parks, country, walks, etc., and nature work done in the room. Through these talks and experiences he comes to have a larger sympathy or relationship with all life around him.

Through the trades and occupations he learns industrial life and, in a general sense, the history of the race; he is taught respect for labor and a love for work of all kinds. Through music and rhythm work he gains poise, bodily control, pure tone qualities, and a readiness for what is to follow in the more definite first-grade work.

The well-trained kindergarten child is ready for the first-grade and needs to make no adjustment in the work required of him.

DE ETNA PRICE, Fort Wayne, Ind.—The aim of the kindergarten, as I see it, is not to prepare children for the grades. Its aim is to meet certain needs in child life from the age of 3 to 6. The activities of children in the kindergarten are but little, if at all, related to those they encounter in the grades, with one exception—the manual side. The child of the kindergarten has the advantage of a fuller, happier life, but the degree with which it fits or prepares him for his primary problems may be quite accurately compared to the degree which her training in cooking, sewing, and dancing of an eighth-grade girl increases her efficiency to master algebra.

OLIVE BAKER, St. Louis, Mo.—The kindergarten needs common supervision with the primary grades. The teachers of the kindergarten, in general, assume the attitude that the kindergarten is a separate institution from the elementary school. They limit their study and interest to the one step or stage in education which they teach, and forget to consider it in relation to elementary, secondary, and higher education. There is great need for a wider perspective, which an interest in the general field of education will give. I do not say the kindergarten teacher should attempt to master the methods and literature of all grades, but surely she is working with a narrow conception of the educational field in which the child is growing when she has but incidental acquaintance with the step or steps in the development of the child's work after the kindergarten.

SARAH HOGG, Richmond, Va.—As to the adjustments that need to be made between the kindergarten and the lowest primary grades, in our school we had what we called the "connecting grade." In this class some reading and phonetic work was done preparatory to the reading course to be done in first grades. This, I think, is not done in all kindergartens, but it has proved very helpful to my class. During the past term I did more than twice the amount of reading with children who had had some work of this nature than I did the term before with children who had not had this previous help.

Let me say that this is my first year with children who have had kindergarten training. I like it, and if I could I would see that there was a good kindergarten in every public school in our country.

ALIDA L. CONOVER, Bayonne, N. J.—I find that pupils who have attended the kindergarten are more restless, less attentive, less interested in primary work, and show less application, than those who enter the grades directly; also, that they are more difficult to discipline, since they must necessarily unlearn such habits as talking and the greater freedom of action which are quite proper according to the ethics of the kindergarten, but which can not be allowed in the grade work. In some cases it is almost impossible to break these habits, especially if the pupil has attended kindergarten for more than one term.

For some years I have observed that the classes which made the most rapid progress and were more easily trained in school discipline were those in which a large percentage of the pupils had not attended the kindergarten.

I find that the pupil who has attended the kindergarten is usually somewhat more apt in all manual training work; also, in many cases, more responsive in language work.

In regard to any adjustments which might be made between the kindergarten and lowest primary grade, I would suggest that a change be made in the age at which pupils may enter the kindergarten. At present, I believe, a child may enter at the age of 4 or $4\frac{1}{2}$ years and remain until the age of 6. This allows some backward or very immature pupils to remain for three or even four terms in the kindergarten.

If pupils were allowed to enter at the age of 5, remain one term, and then pass to a connecting class or to 1A it would mean less time to acquire the kindergarten habits and also would relieve the crowded conditions of these classes.

I would suggest a stricter discipline in the kindergarten.

HELEN W. TANNER, Paterson, N. J.—While the kindergarten was a wonderful advance in the education of young children, yet for many years past it has become a separate tradition and fetish. Children generally enter at too late an age for pure kindergarten work and are kept at it too long. It has been the cause of much needless waste of educational years.

In this school (Public School No. 6) children enter the kindergarten at 4 years of age. They play at reading and writing (childish scribble, etc.), which they enjoy just as much as their games, and in a surprisingly short time learn to read and write, almost unconsciously. The average age at which our children graduate has been reduced by $1\frac{1}{2}$ years, largely by attending to earlier entrance and to this connection between the kindergarten and first-grade work.

NETTIE J. FREEMAN, Chicago, Ill.—In regard to the adjustments between the kindergarten and the lowest primary grade, I believe the continuance of the educative work, begun in kindergarten, is greatly hampered in primary work by the lack of suitable materials and equipment. The child feels this limitation through having experienced the joy of abundance of beautiful materials.

In kindergarten there are two teachers, each supervising an average of 25 children, while in the first primary grade one teacher takes care of an average of 45, hence the step between the freedom of kindergarten and the formal work of the first grade is too great. These conditions might be improved by either a reduction in the number of pupils or providing two teachers for each primary room.

ANNA WALDSCHMIDT, Chicago Ill.—There is too great a change between six years and six years and one day. There is too great a jump. The child in primary school is confined in a seat. He is almost overcome by that fact alone. If the children could all be gathered together in front it would be all right. The teacher has one side of the room that she has to listen to; the other side is put to work. Sometimes the children can not do the work because it is too difficult, or it is too easy and the child finishes his work quickly. In the first case, the child gets discouraged. The teacher has not the time to go to the child's aid the moment he needs her assistance, as she does in the kindergarten. This child naturally loses interest and becomes lazy.

The other child is too quick about his work. In the kindergarten the teacher could help children immediately. The child who gets through with his work sits idle and soon gets bad habits. Both of these cases stay in the grade longer than they should.

Children who go from the kindergarten should not have seats, at least for five months. They should have tables and chairs, as they have in the kindergarten. No teacher can take 48 children and have tables and chairs. Why not overcome that by having a cadet?

ETHEL B. FITZHUOH, Louisville, Ky.—It has been my privilege to have had experience in a school without a kindergarten, and, more recently, in a school with one, and I feel safe in saying that the difference in progress made by the respective classes is very noticeable.

The habits formed in the kindergarten, the prompt obedience to signals, the distribution and handling of materials, save a vast amount of time for the actual teaching; and the little ex-kindergartner makes a very capable assistant to the teacher in her handling of those who have not had the advantage of the same training.

To me, an ideal class would be one composed of well-trained kindergarten children who had been recommended for promotion by the kindergarten teacher. Our kindergarten teacher and myself compared notes after the promotions had been made at the end of the first term; and, with a very few exceptions, the failures were the same children who had not been considered ready to leave the kindergarten.

ANTONNETTE D. RICK, Jamestown, N. Y.—The last few weeks or even the last term spent in the kindergarten should be given to a course of "primary tactics," in which the children should do their table work without talking except when necessary for information, just as the primary pupils do their work at their seats.

Of course, their games, free play, and marching give them a chance to relax, just as the various exercises and games relieve the tension in the first grade.

The kindergartens in which I have observed this plan carried out were the most pleasant and delightful I have ever seen; the pupils seemed in no way to be upset by the fact that they were working quietly.

When I entered primary work after my kindergarten training there was all the difference in the world in the way the pupils in the different schools took up the grade work.

Those from the "quiet" kindergartens seemed to be ready to do "something harder" and understood that they could not do their work well if they were constantly talking and watching others; while those from other kindergartens "didn't like school" because they "had to keep still and had to work."

NELLIE WALTON FORD, St. Paul, Minn.—It has been my experience to find that children who come into the first-grade classes from the kindergarten possess greater self-control, are more mature, less timid, pay better attention, take commands more intelligently, do better handwork, and have a larger vocabulary. The last is especially true of foreigners.

In regard to a readjustment of classes, I have long wished that a class might be inserted between the kindergarten and first grade, in order to avoid the difficulty which comes from promoting too young. Children who are ready to learn to read and write take up the work with avidity and profit, while a large proportion are dulled and permanently injured by having subjects forced upon them before their powers are sufficiently developed.

I do not think the more brilliant children would suffer by the change, as they are often weak in handwork. They would gain in self-control and poise what was lost in the mere acquisition of facts.

I should plan to give one period a day to paper construction or clay modeling, one to pencil drawing or free-hand cutting, one to water-color work, varied by the laying of tablets, as an introduction to original design. This work might be reproduced by



A. "WHAT FUN CLAY IS!"

Clay for modeling is a universal favorite; it leads to growth in power of expression.



B. "ONCE UPON A TIME."

Good stories are to a child what good books are to a grown-up.



tracing about the forms and coloring with crayon, but I think design in water color painted in mass is too difficult for 6-year-old children.

I would have story-telling, with reproduction by the children, orally and in many cases by dramatization. There should also be oral descriptions of toys, flowers, birds, and objects taken up in nature study, and there could be talks about the weather and change of seasons.

Singing of joyous songs should have a place, but there should be no technical study of music.

Arm movements at the blackboard should be given as a preparation for writing and proper development of the muscles. While it is quite possible for children of 3 to write, who wants them to do it?

There should be counting exercises of great variety with tracing and coloring of geometric and other forms in groups, for quick recognition, and paper cutting and pasting, for the impression of the same should form a part of the work.

I would teach short selections of beautiful poetry and tell a few stories, simply for the pleasure they give, with no effort to have them reproduced. Frequent periods for relaxation, fresh air, and physical culture, with the simplest instruction in hygiene, should be included. Daily phonic drills should also form part of the course.

I would not allow any but an enthusiastic, sincere, experienced teacher to touch this work and, when appointed, I would allow her great freedom, with no restrictions in regard to the length or arrangement of periods.

IV. ABSTRACTS OF PAPERS READ AT THE MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, WASHINGTON, D. C., APRIL-MAY, 1913.

THE STANDARDIZING OF KINDERGARTEN TRAINING.

NINA C. VAN DEWALKER, Milwaukee, Wis.

The question of standardization of kindergarten training is one of great importance to the kindergarten movement. It is only as a part of the school system that the kindergarten can realize the hopes of its founder, but in the estimation of many, it has not yet justified its place there. Statistics show an encouraging increase in the number of public kindergartens during the past decade, but an increase by no means commensurate with the advance made in general education during that period. The agencies which the kindergarten employs—the song, the story, creative self-expression, and directed play—are in high favor, but the value of the kindergarten itself is still questioned. In the judgment of the school, the causes for this lie in the character of the training which kindergartners have received. By the same judgment serious efforts need to be made to raise the standard of that training, if the kindergarten hopes to retain the place it has gained there.

That standards of kindergarten training have risen immeasurably since the early days is evident. It is a matter of pride that the best training schools are now of college rank in their entrance requirements, that the course is not less than two years in length, and that many offer three and four year courses. But desirable as it is to have an increasing number of thoroughly trained kindergartners graduated each year, the standard of efficiency among kindergartners in general will not be sufficiently raised if the majority of training schools send out in the meantime large classes of those who are not up to the standard that present-day conditions demand. A raising of the general standard—in fact, a standardizing of the training course—is therefore necessary.

A standard, however, is determined by the end in view, and kindergarten training, like any other, might be judged good from one standpoint and poor from another. Much of the friction between the kindergarten and the school comes from this fact, that each has its own distinct aim and judges the other by that aim only. The estimate which the school places upon the kindergarten and her training is not, therefore, necessarily the true one. If the kindergarten is to perform its service for the children of the country, however, and exert the influence upon the school that it should exert, it can do so only in, and through the school and to the extent that it recognizes itself and the school alike as parts of a system in which each must work in harmony for a common purpose. In this entering into the purpose of the school as a whole, the kindergarten need not sacrifice its own aims. On the contrary, it is only as it sees itself in this larger relation that it can realize their full significance. It can not perform its part, however, if its work is judged inferior to that of the school. The fact that it is so judged, by some at least, is cause for action on the part of training teachers. The position taken in this paper, therefore, is that the standard of kindergarten training needs raising, because in the estimation of the school the kindergarten does not yet

perform its own service adequately, and does not, therefore, lend the aid it should in furthering the purpose of the school as a whole.

There are reasons why the attitude of the school toward the kindergarten is especially critical at the present time. It is evident that there has been a great awakening of educational interest in the last half-dozen years. This is due in part to the scientific investigation of schools and school problems which has been in progress during that period. This investigation has made unexpected revelations in many directions. It has shown the elementary school to be particularly weak, as scores of children are retarded each year in passing from grade to grade. Fifty per cent drop out before the sixth grade is reached; and those who remain to finish are "misfits," as they are not prepared to enter any phase of practical life. The realization that the school was not producing socially efficient individuals, and was, therefore, itself lacking in social efficiency was the first step toward a new order of things, an order in which efficiency is the watch word. It is to secure greater efficiency that the school concerns itself with the children's health; it is because the influences of the street do not make for efficiency that playgrounds and social centers are established; and it is to cultivate the efficiency needed in practical life that trade schools and continuation schools are being adopted.

Because the school seeks to develop efficiency, new demands are being made upon the teacher. Each subject, in fact every exercise, is expected to contribute to this end. In the effort to get more efficient teaching, it has become evident that subjects must be taught in a close enough relation to life to grip the children's interest. Because of their appeal to children's interest, music, drawing, and the arts of expression in general have assumed a new value. The attempt to educate for efficiency has, therefore, brought about many improvements in school work and methods. It has shown the value of creative self-expression—the basic principle of the kindergarten—as a means of developing efficiency. It is because of this new spirit that the kindergarten is asked to justify its place in the school system as it never has before, and that the kindergartner is called to account on new lines. Whenever she can show evidence of real growth on the part of the children, her work receives an appreciation never before accorded it. If she lacks the insight into the child's development and the principles upon which present-day education is based, however, as she too often does, she will be unable to direct the children's work in kindergarten, so that development along the line of grade work will result from it. Her work may have value, but her unfamiliarity with the ideals of the school makes it difficult for her to translate her kindergarten ideals over into the ideals of the school and make them bear upon its work. It is because the superintendent does not see the results he hoped for that he hesitates to urge the adoption of the kindergarten when he is considering the agencies that will increase the school's efficiency. Whatever the justice of the criticism which he passes upon the kindergartner and her work, she can not afford to let the kindergarten fall below any standard which the school may set. If the kindergartner's acquaintance with the aims and methods of general education is inadequate, as the superintendent alleges; if she lacks the needed preparation in drawing, music, story-telling, and other school arts; and if she is not as open to suggestion and criticism as she should be, should not the training teachers of the country see that these shortcomings are remedied? The formulation of an ideal course of kindergarten training is doubtless necessary, but it is less imperative than the improvement of courses as they are to meet the conditions that require them to be different.

The work of a kindergarten training school must fall into several well-marked lines. To meet the demands of present-day education, these should be as follows:

1. A study of the child's development, accompanied or followed by a course in physiology and psychology.
2. A study of the ideals and methods by which the kindergarten seeks to further that development, by means of the literature of the kindergarten and the instrumentalities which it employs.

3. A study of the subjects with which the kindergartner must be familiar to do good work in kindergarten and to prepare the children for the grades, such as music, art, literature, and nature study.

4. Practice teaching to show the future kindergartner's grasp of the kindergarten principles and her power of applying them.

5. A study of the kindergarten in its larger relations (a) to the work of the grades and (b) to the mothers of the children and the community of which it is a part.

6. A study of subjects needed for the students' own development, such as composition, expression, public speaking, and domestic science.

That these several lines of work must be included in the courses of all training schools that are ranked as standard is evident. That they can not be successfully undertaken without a high-school education as a foundation, nor successfully mastered in less than two years, is equally evident. In these two respects, most training schools have already become standardized. A two years' course with a high-school entrance requirement is not necessarily a strong course, however, as the organization of the course may be such as to make strong work impossible. The obstacle to the organization needed to insure strength is the disproportionate amount of time frequently given to practice teaching. If two years are given to this, the course can not be strong, since the time needed for the instructional work is too short to make it so. If one year of practice is made the standard, there is time for the instruction in child study and psychology that the kindergartner needs to make her work intelligent and vital; there is time for a study of the kindergarten instrumentalities and their purpose in the child's development; and there is time for the instruction in art and music, and perhaps also in literature and nature study, that the student needs in order to do successful practice teaching and the kind of work after graduation that the school wishes done. Unless the time given to these subjects in the kindergarten training school is materially increased, the kindergartner will continue to be at a disadvantage as compared with the grade teacher who has received her training in a good normal school. The instruction given in psychology, music, drawing, literature, and nature study covers at least a semester of daily recitations. In view of the limited instruction given in many kindergarten training schools, it is not surprising that the kindergartner's work in these respects should have merited criticism. In these it is not a matter of interpretation, but of fact, that the kindergartner's preparation is inadequate to the demands of the school, and kindergarten training needs to be standardized up to the level of the good normal school.

With a high-school entrance requirement, a two-year course, a year of practice teaching, and at least a semester's instruction in music, art, psychology, literature, and nature study, the kindergarten course would possess elements of strength that it now too often lacks. The most important phases of its work remain to be considered, however. These are the courses in kindergarten instruction proper, and those that relate the work of the kindergarten to that of the school as a whole. Do these need strengthening and standardizing? To the fact that the second needs it, every school principal will bear testimony. But surely the kindergarten instruction itself can not need it. In some respects this needs it most of all, since it often violates the very principles which the kindergarten advocates. The purpose of the kindergarten is to develop creative self-activity on the part of the children. To do this, it directs the children's self-expression in such a way that they ultimately discover for themselves that there are principles by which that expression must be guided. To impose these principles upon them by an outside authority would be a violation of Froebel's dictum that education must not be arbitrary, categorical, and interfering. The development of creative self-activity on the part of the children in the kindergarten has been fairly successful. Has the path that leads to creativeness in the children been followed in the kindergarten instruction of students in the kindergarten course? Are students

led to a study of the kindergarten instrumentalities through their own observation of children's natural play material? No, they are given these as objects to be accepted upon Froebel's authority. Do they reach the conclusions that Froebel reached as to the methods of the kindergarten by any study of children's natural procedure in play? No; they are taught these upon an authority that has no relation to their own experience. But are these methods, which are all too common in the kindergarten instruction to students in training, the methods which Froebel used and approved of? Not so do I read the story of his work. The time allowed for this paper is too brief to permit more than the briefest sketch of a course that seems to me to accord with Froebel's own method—a course which is based upon the developing life of the child and which traces his varied activities in their natural evolution. From such a course the kindergarten instrumentalities would appear to the student as the natural outgrowth of the children's play needs, but far better than any they could themselves have devised; and the principles and methods of the kindergarten, those underlying children's normal play, but far in advance of any that even the individual kindergarten would be able to formulate. In such a course, the means to the child's development—the games, gifts, and occupations—would be seen in their natural relation to the educational ends sought, and the different phases of the kindergarten instruction would fall into their true places in relation to the others. Such a course should be followed by a study of Froebel's own works, for the purpose of leading students to his general world view—that which determines his ultimate ends and gives his doctrines their high educational and spiritual significance. Students so taught would recognize the value of authority, but would not be obliged to lean upon it as their only support, as those taught by the method of authority are obliged to do. They would get a clearer view of Froebel's message, since they would see it written in the nature of the developing child and not merely in the books that bear his name. They would, therefore, illustrate the truth and value of Froebel's doctrine of creativeness in themselves, and would have the poise and power to adapt themselves to new conditions that they now too frequently lack. In consequence, there would be little or no occasion for the criticisms now too often made.

If the kindergarten-to-be has been trained in the way suggested, the instruction that she needs to gain an insight into the work and methods of the grades will not be difficult. This should be standardized as to amount and quality, however, and given by some one in grade work or its supervision, so that students may become familiar with the attitude of grade teachers and the school in general. The instruction should include a course in general pedagogy, from which students will gain a knowledge of the aims of the school, its curriculum, the instructional processes—teaching, testing, and training, and the principles that underlie these. It should include also a course in methods of teaching the different subjects, and would necessarily occupy a semester of time. Some work in the history of education is also needed to give students a conception of the educational movement of which the kindergarten and present-day school work are the outcome.

There is still another respect in which the work of the kindergarten training school needs standardizing, and that is the method of estimating the amount of work done. A college course estimates this in terms of units, a unit being an amount of work that covers a given amount of time and a specified number of recitations per week. A student's rank in any subject or in the course as a whole can always be easily determined by adding these units. Is there any way by which the amount and character of the work done in the kindergarten training school can be thus estimated? Those who have tried to adjust the work of a student from one institution to that of another know that there are no common standards. A year's work in a subject means one exercise a week in one school and two, three, four, or five in another. Personal questioning as to the number of weeks covered by a subject and the number of recitations per week is the only means of determining its value. In these respects, as in many

others; the kindergarten training school has still much to learn from the college or the normal school. As yet its work has little standing among educators. The adoption of the college system of credits would be another step toward the standardization it needs to make it respected. If current discussion results in bringing some degree of order and uniformity out of the chaos of kindergarten training courses, it will have performed an important service for the kindergarten cause.

The suggestions given in this paper have grown out of present-day emergencies in the kindergarten situation, and are therefore practical rather than theoretical in their basis. They represent the "liberal" viewpoint in the main, although all those who class themselves as such might not agree to the details of organization and administration suggested. If the criticisms upon existing conditions seem severe, it should be remembered that they are but reflections of the criticisms made by those outside the kindergarten ranks. They grow out of a sincere desire to aid in bringing about the conditions that will enable the kindergarten to perform its high mission to American education.

THE KINDERGARTEN AND GENERAL EDUCATIONAL PRINCIPLES.

BERTHA BARWIS, Trenton, N. J.

Would not kindergartens be more efficient if, in the methods of procedure, teachers had more definitely in mind certain desired results which would agree with general educational principles, and if the teachers kept in mind the grade work which follows kindergarten?

Kindergartners have had four distinct methods in mind in using kindergarten material: Dictation, imitation, suggestion, free play. In using these materials (excepting free play) the desired results have been a finished product. Would not our work be more efficient if we used materials according to two methods, experimentation and problems? These are methods which have been used since the beginning of the race. Having in mind these desired aims, there results a development of initiative, judgment, power to do, stimulation of thought. If these desired results are kept in mind in using materials, the point of departure will come from the child. After the child has made his attempt, then let him see where he has failed by reference to the object he has tried to represent. We can be satisfied with a crude product so long as it satisfies the child. As for technique, this will come in time. When the desire for a better product comes, it will call for greater skill and will furnish the very best possible motive for necessary drill.

Are we as careful as we should be in keeping in mind the social aim of education, using the principle of cooperation which makes for independence, a factor so necessary in life outside of school?

Could we not make more use of our group material, thus preparing for grade work, having one group of children working entirely alone?

WHAT THE KINDERGARTEN CAN LEARN FROM MONTESSORI.

WILLIAM H. KILPATRICK, Teachers College, Columbia University.

In this discussion the Montessori system is taken to mean whatever is found in the translated book or in the approved practice in Rome.

Madam Montessori allies herself most commendably with the scientific aim and attitude as the only rule of educational faith and practice. Her practice is not so praiseworthy. In the opinion of some competent to judge, her biology is generally bad, while her psychology is not abreast of the best. Montessori has then the spirit but not the content of modern science.

For many years the proper curriculum for the young child has been much discussed; Froebel expected some geometry and arithmetic, but little or no reading or writing. The kindergarten has, as a rule, taught no reading and writing, and but little of number or geometry. Montessori, however, expects her work to culminate in the three R's, and her apparent success has been widely discussed. In arithmetic, it may be dogmatically stated, there is no contribution for America. Her reading method depends on the phonetic Italian language, and when separated therefrom has no new suggestion for us. The writing is beautiful, and may contain suggestions of value to us, though the matter is not certain.

It is quite another question whether the kindergarten should wish to take up the three R's. There is at present no scientific basis for a final answer, but the wisdom of such a move is at least questionable. There is danger of deadening this tender age. A school without books is Froebel's everlasting glory.

The doctrine of liberty is the most interesting of the Montessori doctrines. Froebel professed it, but in practice we have too often had dictation instead. The kindergarten has a detailed program; and the children have been directed therein by suggestion, seldom by force. The freedom has been narrow, limited to the exigencies of the teacher-made program. Montessori, on the other hand, has no such detailed program. During the long period set aside for the use of the apparatus, the child chooses, practically ad libitum, how he will spend the time. The director keeps herself distinctly in the background. Yet there is no anarchy; on the contrary, a vigorous activity along the proper lines.

Three elements here enter, the choice of the child, social cooperation, and conformity to group requirements. Froebel and Montessori evidently stress these differently. Montessori emphasizes freedom—the child did not even march unless he cared to do so.

In the kindergarten there is a great deal more of group activity, and consequently more of a certain kind of social cooperation; but the moving will is usually the teacher's, so that the cooperation often lacks its best element. Practically the same thing is to be said of the conformity. It appears, then, that the best policy would be to use the Froebelian emphasis upon group activity, but secure it through a much freer and more spontaneous cooperation of the children as they busy themselves in activities that spring more truly from themselves.

Closely allied with the foregoing is the question of the adequacy of self-expression provided by the Montessori system. In fact freedom is meaningless apart from the opportunity for self-expression. While Montessori allows freer individual choice than Froebel, the range of choice is much more limited. Play as such is little encouraged. In particular there must be no playing with the didactic material. Games are not much in evidence, and those found are inferior to those of the American kindergarten. Stories have no place—a lamentable defect. There is little utilization of the imagination. Drawing and modeling play but small part. The freedom of the Montessori school, to prove most useful, must be united with the variety of the kindergarten.

As a guide to the freedom allowed, Madam Montessori seeks to utilize the principle of auto education, a scheme whereby the school exercises set their own problems and correct all errors. The aid is admirable, but as here presented the practice is limited in both scope and value. So mechanical an auto education can have value only on some theory of formal discipline.

Perhaps even more than the liberty of the Montessori system, is its scheme of sense training found praise. An adequate discussion of this topic is not easy. There are at least three positions as to sense training. The first says that the sense organ as such can be improved so that one sees with a better eye, for example, much as one might look through an improved telescope. To this theory two other groups say no. These agree that the eye sees more things because fuller meanings have been attached to distinctions all the while optically visible.

Which theory is correct? Has Cooper's Indian a better eye than the scholar? Or is it that the former has learned to note significance in the things of the forest that lie out of the latter's experience? To test whether it be eye or attached meaning, bring the Indian into the scholar's library. Show him these two pages, one of French, one of Latin. What says the Indian? "They are both alike." A glance tells the bookman that he sees different languages. They see and note different significances.

So far theories two and three agree, and they are right as opposed to the first. But now they differ. Number two says that the eye trained to discriminate in one line will discriminate wherever seeing is needed. The child trained to observe birds will for that reason observe the better trees and styles of houses. In other words, number two believes that the child has general powers or faculties of discrimination, of observation, of memory, etc., and that any training in any of these fields trains the faculty so that it may be used anywhere else. To this position number three says no. There are no such general powers or faculties; training is specific, not general. And modern psychology decides in favor of number three.

Consider now the application of these three theories. If one believed in either of the first two, he would be more concerned in the exercise of the organ or faculty than in the value of the content thereby gained. He would consider that some sort of gymnastic exercise was the proper form of training the senses. Never mind about what was learned. The third theory, however, would ask, Is this child making distinctions that are going to prove useful? Is this child getting desirable sense qualities?

Where now stands Madam Montessori? "It is exactly in the repetition of the exercises that the education of the senses consists; their aim is not that the child shall know colors, forms, and the different qualities of objects, but that he refine his senses."—Montessori Method, page 560.

The slightest examination of the didactic apparatus, and the most casual reading of the exposition of its use, shows that Madam Montessori meant to base the usefulness of the apparatus predominantly upon an erroneous theory of sense training, whether of the first or second is not always clear. We accordingly reject the didactic material, and consider its professed sense training largely delusive.

In résumé and conclusion: The real individual freedom in the Montessori schools we recognize as their best achievement. If we can so utilize the extraordinary publicity given to the working of these schools to loosen the joints of our school practice from the kindergarten upward, we shall willingly acknowledge the service.

THE RELATION OF DIRECTOR AND ASSISTANT IN THE KINDERGARTEN.

JOANNA A. HANNA, Milwaukee, Wis.

Assuming that the director and assistant have received the same training, the difference between them is generally one of experience rather than of preparation. The director, because of this broader experience, is usually better qualified to take the lead in all those matters which call for mature judgment, such as problems of administration and of direction of the work. But her attitude toward the assistant should be one of helpfulness rather than of authority, one which will bring into play the best efforts of the assistant. No authority should be exercised which may in any way interfere with her initiative. This consideration of the development of the assistant's initiative should be uppermost in the mind of the director when she is planning her program; hence, there should be mutual understanding between director and assistant as to the aim and scope of the work.

This understanding can be effectively brought about if the director and the assistant plan the work together. Each should offer suggestions, each should defer to the other, and together they should consider the value of these suggestions and their usefulness in accomplishing the ends for which the work is being planned. Together, too, they

should decide the share of the work which should fall to each, so that each may do her part cheerfully and effectively.

Indeed, the effective administration of the kindergarten depends largely upon the skillful distribution and equitable division of the work. There should be no shifting of responsibility. Both director and assistant are responsible for the character of the work, and each should be assigned those duties which her talents best fit her to perform. In general, the director must take the lead, but this does not mean that the assistant should never be given the management of the kindergarten. Unless she learns early and through frequent experience to assume complete control, she can never be anything more than a tool in the hands of the director.

It should be the aim of the director, in distributing the work, not only to develop a competent assistant, but also to train her for the work of director. Nearly all assistants eventually become directors, and if their training has not been such as to fit them for this added responsibility, the director has failed signally in her duty toward the assistant. Once a week, at least; and more frequently, if possible, the assistant should take complete charge of both the administrative and executive work of the kindergarten. From time to time the assistant should take the lead in planning the work, and the director should assist rather than guide, despite her riper experience. The director will thus keep in touch with the work of the assistant, and the assistant will receive invaluable training for future responsibilities. Each will learn to sympathize with the problems and difficulties of the other, and each will be ready to loyally support the other when problems arise which demand the hearty cooperation of both.

Loyalty, indeed, is the primary virtue of an assistant, loyalty in her aims, loyalty in her effort, and loyalty in her execution of the work. There need be no subservience, indeed there should be none, since it is only by adhering strictly to her own convictions that the assistant can bring to her task the individual color without which no work can be effective. But this need not prevent her from responding loyally to the suggestions of the director, nor from acquiescing cheerfully when there is a conflict of opinion. This acquiescence, however, should never be of such a nature as to lessen her individuality. Rather, let it be clearly understood that the surrender of opinion has been made in the interests of harmony, not as the result of conviction.

THE RESPONSIBILITY OF THE ASSISTANT.

Miss MARIE PEARCE, Washington, D. C.

1. How much responsibility should be given the assistant?
 1. She should make her own program, consulting the director. Results should be talked over with the director, to give her a grasp on the whole situation.
 2. She should look over the attendance of her own class and call on absentees, in order to obtain better knowledge of children through contact with homes.
 3. The order of the room should be given to the assistant to balance the clerical duties of the director: Dusting; flowers, blackboard pictures. The director should be responsible for pictures, arrangement, etc., with the help of the assistant.
 4. She should share in mothers' meetings: Plans, preparation; and should attend mothers' meetings.
 5. She should take charge of circle, games, and stories at times.
 6. She should have a duplicate roll book for practice.
- II. Should the assistant be responsible for the success of her work to the director or to the school principal? She is responsible in a measure to both.
 1. Relation to supervisor. (a) Supervisor has whole department and must be responsible for assistant. (b) Has ranking and marking for promotion. (c) Conferences for their special work. (d) Supervisor may give help through the director, criticism.
 2. Relation to principal. (a) Class affects whole school. (b) Principal may help through giving advice, closer contact in talking over plans, programs.

THE GIFTS.

CAROLINE D. ABORN, Boston, Mass.

1. *Why* use the Froebelian gifts?2. *How* use them?

1. *Why?* The child of 4 or 5 years has the impulse not only to be active, but to be active for the increasing development of his own life. The gifts provide him with material upon which to be active in ways that must, if properly used, tend to such development. A child will, of course, make use of any object to satisfy the impelling force of his own nature to experiment, to discover, to change, to make. The kindergarten gifts, because of their simplicity, are the best known media for these purposes.

The child has many experiences in this great chaotic world of sense impressions, which need to be organized and interpreted. The gifts offer first of all, material with which the child can do something. They also offer opportunity for the selection of such deeds as will help to a correct interpretation of experiences. Among other things which the gifts organize and interpret, are experiences of color, of form, of size, of number.

The gifts, especially the building gifts, are a kind of clearing house, offering as they do a means of clearing the child's perceptions and ideas, and giving occasion for their extension.

We who use the gifts do so, not because we are immersed in the sea of tradition, nor because we superstitiously regard them as having in themselves a magical value, but because experience has shown them to be the best instrumentalities yet discovered for developing the powers of hand, head, and heart in the little child.

II. *How* use the gifts? Froebel's plan of organizing the child's experience is to make use of typical acts, typical facts, typical characters, and typical processes. All the activities of the kindergarten—the song, story, talks, excursions, gardening, and care of animals—furnish the various means of carrying out this plan; the gifts, too, are significant of this aim. They furnish types or concrete embodiments of universal standards for the child to play with, not to learn about in an abstract way, but to handle and play with. The child who opened his sixth gift box for the first time the other day and fairly shouted in his eagerness: "Oh, look! Every old kind of brick here," gives one illustration among many of the way in which the child's mind is stimulated to see form. A letter received by a kindergartner contained these enigmatical words: "If yer want the stove covers yer must come and git them yerself." This being translated meant that Johnnie's eyes had been opened to see round objects through the type form used in the kindergarten and, having been asked by his teacher to bring something "round," he had asked for the stove covers, they, perhaps, being the only "round" thing in his immediate environment.

Not only do the gifts furnish types or standards which serve as valid bases for classification through analogy, but since every object is the product of an energy, we should, through the use of the gifts, awaken an interest in the child's mind in various energetic processes by getting him to go through the steps of some such processes.

Every gift exercise should begin with self-expression—the doing, the making of something which the sight of the material makes the child want to do, and which is suggested to him as he investigates and experiments with the material. I met a young man not long ago, who, as a boy, was in my kindergarten. He said: "Do you still use blocks in the kindergarten?" "Oh, yes," I answered. "I remember them well," he said, "and that they always spelled trains and engines to me. The other children, I recall, played all sorts of things with them, but I never saw anything but trains." (I remembered this fact, too.) Then he continued: "I am in a bank now, but I still dream of a life in connection with trains somehow, and I hope I shall realize it sometime." Francis is another child who, having once made a sleigh with his third gift cubes, upon which he piled his fourth gift bricks for Santa Claus's presents, is

content to repeat this over and over with every other material. The question is, Shall he be left free to stay on that plane, or shall we suggest ideas and the possible expression of these ideas? We can not afford to lose sight of the double purpose of the gifts, i. e.:

1. To furnish opportunity for self-expression.
2. To furnish opportunity to extend the child's world.

THE GIFTS.

LUELLA A. PALMER.

The "gifts," as Froebel formulated the series, may be considered in three ways:

1. As materials forming a complete logical unity within themselves.
2. As materials which the teacher uses to guide the children.
3. As materials which the child uses to organize his powers.

1. That there is such a logical relation between the gifts is interesting, but that it is necessary to have materials for a 5-year-old child which will show this relation is another question. The completeness of the circle which they form is entirely beyond the vaguest comprehension of a little child. The materials which should be chosen for his education are those which will present the amount and degree of logical order which he is capable of comprehending.

2. The kindergartner can use her material in two ways, by emphasizing (a) material or (b) the child.

(a) If she endeavors to bring to the children an idea of the connectedness of the material, she must plan a series of steps in which the children are to walk. These can be taken either by following direct dictation or by such careful limitation of the child's possible advances that only the right step can be taken.

(b) If the kindergartner views the gifts as means by which to develop the child's powers, the consciousness of their logical order will be present in her mind only as a goal which she hopes the children may reach some day. She will view each separate material in the light of its worth for organizing the child's present experiences and activities. This may lead her to discard some gifts and emphasize others. Such as she retains will be used for a purpose exactly in line with the child's purpose, except that she will realize which paths will lead most surely toward the later logical interpretation of the universe, and the child will only unconsciously strive toward the same result.

3. The child's experiences and activities can only be organized through a sequence which is sociological and psychological. This seems a vague statement. It means that what is provided in a child's environment and what he is encouraged to do will arrange his ideas in the best way when such things appeal to his gradually expanding nature and lead him toward acceptance of social standards. If the gifts are materials which help a child to organize his powers, they must give him such experiences and call forth such activities that his mind will be developed and in the direction that humanity has found of most worth.

The earliest gift lessons somehow left the child out of the planning except as a kind of mechanism; by supplying the power which moved the gifts in a certain way he was supposed to connect them with a cog which moved his mental machinery in the same direction. The results were to be forms of life, knowledge, and beauty as judged by the adult—that is, the results were in the material—and it was hoped that corresponding results were within the children's ideas. The methods were to be dictation first and foremost, then imitation, etc., methods were something contributed entirely by the teacher. In most kindergartens of to-day the forms made with the gifts may appear much the same as those of 50 years ago, but each one is considered in the light of the development which it has given to a certain aspect of the child's nature. A "form

of beauty" is not such for educational purposes unless it is evolved from a child's own feeling and is the most beautiful which he can make.

Left to himself, a child might evolve relations between materials which would be trivial. It is the teacher's duty to help him arrange his experiences in ways which will be most useful. This order is best developed by providing some stimulus which will inspire a child to outline some end and then find suggestions which are most appropriate to achieve this end. The mind thus forms a habit of calling up suggestions, relevant because of some classification which is vital and then choosing those which are most significant for the occasion; this is reflective thinking or reasoning.

There are three general purposes in the use of material: (1) To discover its possibilities; (2) to apply this knowledge, get a rich variety of experiences in connection with it; and (3) to choose some end which will bring order and consecutiveness into these suggestions.

With these general purposes in mind, the specific purposes of different gift lessons might be as follows:

- (1) To investigate, to discover properties of the material, its characteristics and possible uses.
- (2) To formulate some purpose, possibly suggested by the sight of the material, and to control material to carry it out.
- (3) To observe and follow another's use of material.
- (4) To formulate a purpose in line with some past experience which has been vivid, and to control material to express it.
- (5) To follow another's use of material because it is well adapted to express some idea about past experience.
- (6) To discriminate between the values of the material in order to choose the kind best suited to express an idea.
- (7) To exercise memory by repeating some form which has been made at a previous time.
- (8) To express the beauty or scientific facts which he has discovered can be shown through the material.
- (9) To show control of the technical naming of the material by following a dictation.
- (10) To cooperate with others in the use of material, by adding to some large form, or by building a smaller form which is needed to express an idea which has been decided upon by the group.

I can merely state dogmatically that I believe that the Froebelian building blocks are the best materials that will be found to help in a child's growth; that sticks, seeds, and colored balls are materials which a child enjoys and which can be used educationally. There are many doubts as to the value of the rest of the gifts.

PRINCIPLES IN THE SELECTION OF STORIES FOR THE KINDERGARTEN.

ANNIE E. MOORE.

We have available very few records regarding the particular stories which seem suited to children of different ages. Tradition and child study both assert with emphasis that children of a certain age love fairy stories, but we are helped only slightly by this well-established fact. The questions of quantity and quality have still to be decided. Just which fairy stories and which versions of them shall we use? Choice has largely depended either on tradition or on the individual likes and dislikes of the mother or teacher. There is a certain common stock of stories which American children are in possession of, and an examination of the titles of this list would show that they are among the best of the popular folk tales. These are the old stories which satisfied the imagination and fed the spirit of the human race in its infancy and which are suited to the young of all races and all times.

A long process of natural selection has been going on by which the coarse and brutal have largely been eliminated and those embodying universal truth and appealing to modern standards have survived. In the repeated telling and retelling these old tales have also been polished in form so that from the standpoint of perfection of finish they are well-nigh impossible to imitate.

"Cinderella," "Sleeping-Beauty," "One-eye," "Two-eyes," "Three-eyes," "Snow-white and Rose-red" fulfill perfectly all the requirements of the good short story.

One principle, such as the ethical value, must not be allowed to assert itself over all the others, such as pure enjoyment, cultivation of taste, refinement of diction, training of imagination, and developing power in thinking.

The exclusive use of stories having a clear moral lesson is sure to result in a very narrow selection and the elimination of much that is of positive value, or the very questionable practice of making-over and doctoring in accordance with a certain prescription until all the original beauty and virility of the story are lost. There is evidence that many kindergartners are dominated almost exclusively by the purpose of making the story the vehicle of a moral lesson. For what other reason would one think of selecting out of the great body of folk tales such stories as "Faithful John," or "East O' the Sun and West O' the Moon"? They are long and complex, contain many objectionable features, and are anything but childlike in their main current of thought. It would be easy to mention 20 folk tales far superior in every way for children except for the lesson which these are thought to convey.

It is possible to be too exacting regarding literary beauty and finish. An over-refinement here may cause one to reject altogether certain types of stories which, while not measuring up to the standard of the classic, still appeal to children and serve to suggest desirable lines of thought and action. Many realistic stories and bits of history and biography come in this class, since we can rarely find such material in very finished or perfect form. Here the art ideal must be partially set aside in favor of something which is for the time of paramount importance.

The seasonal influence often tends to narrow and circumscribe the choice of stories in the kindergarten and to set a false valuation upon many that we use. Take a complete collection of Hans Andersen's fairy stories and search for those best suited to little children. Would any one think of selecting "The Little Match Girl" for kindergarten or first grade were it not for the fact that it is a Christmas story? Is not the version of "Thumbelina" commonly used in kindergarten, which consists of mere shreds and patches of the original, employed primarily to deepen a certain phase of thought or feeling which happens to be prominent without much regard for the peculiar values belonging to Andersen's stories? I am inclined to think that "Persephone" from among the myths is chosen chiefly for its seasonal significance, since its theme is not particularly well fitted to little children. The use of poor homemade stories is accounted for in the same way.

Information is not a legitimate element in story any more than in poetry. Nature fairy stories are as much a "fraud on the fairies" as the abuse to which Dickens referred, that of turning the old tales into temperance tracts. Nature's phenomena and processes are quite as marvelous as any fairy tale and will, if properly presented, prove quite as interesting to children, but these wonders can not be revealed by talking about them or by weaving fanciful tales about natural events.

There is a truth, deeper than scientific fact and more significant in the lives of children, contained in such a story of animal life as that of the squirrel mother and the elf, which forms a chapter in Selma Lagerlöf's *The Wonderful Adventures of Nils*. And does not Kipling in his whimsical and altogether delightful way answer to the entire satisfaction of young minds some of the whys and wherefores that beset them?

In the class of short realistic stories for little children few writers of real power have made any contribution. At first this fact seems unaccountable when one considers that writers of ability have not deemed it beneath them to collect, edit, and revise

folk material for little children, and that not a few writers of genius have produced delightful fairy stories, fairy plays, and fanciful tales. In the matter of fairy plays, witness the noteworthy list of comparatively recent productions: "Peter Pan," "The Blue Bird," "The Good Little Devil," "Snow-White," "Racketty-Packetty House." Probably adult mind and child mind are much more nearly on a plane in the realm of fancy, while in the realm of the real everyday child life with its small problems and events it is almost impossible for a grown-up to get down close enough to see from the child's standpoint. Certain it is that there is a sad lack of stories of the realistic type having any claim to literary merit.

It seems very important that teachers should have a wide range of stories from which to select. In the use of stories much depends on the teacher's own taste and temperament, and better results are obtained where the individual has a large degree of freedom in the matter of choice.

SYMBOLIC PLAY.

HARRIET NIEL.

As a student kindergartner I had the rare privilege of being assigned by Miss Blow to a public kindergarten presided over by a perfect living symbol of a woman who had preserved into her then mature womanhood this childlike quality of expert symbol maker, of finding life at the center of its symbolic aspects. She had kept childhood's spontaneity, which was not excitement, multiplied adjectives or superlatives, but literally she had kept the spirit of a tranquil while joyous oneness of feeling and sureness of kinship with childhood.

Her kindergarten was fresh every morning as the new day and not fagged at noon when repetitions were in order. She so questioned or suggested that children responded in the words of new song or game without any realized ordeal of repetition, and with the zest of a new experience. Her method was akin to that by which the normal nursery child knows, not without effort so much as by means of the most spontaneous and rewarding of efforting, his Mother Goose.

She did it all by a touch so light but irresistible that we grown assistants forgot we were grown, and entered with the children that enchanting realm where all normal souls from 3 to 6 are at home. Into butterfly life and bee and bird and garden we went, wholly akin to all the lives we were borrowing. Critics and investigators from near and far came and went without spoiling or changing that lively, absorbed, but unself-conscious spirit. There was no overwroughtness, nor was it in the least a soft or sentimental kindergarten, but a realm in which personal surrender and recapture went on as unconsciously as when a group of children play alone.

There was a community spirit I have seldom seen matched. I do not remember any assigned leaderships nor any too often appropriation of leadership by special children. Each new game took shape more or less in Mrs. Hubbard's mind just there in the presence of the children, and they caught from her, and she from them, the spirit and the form which shaped itself before our very eyes into the lasting ceremonial of many of our present games. I can see her evolving the spirit and the exquisite flight of birds with different sets of children through successive years, and the life of it was as fresh in her the last time as the first. It was the height of the kindergartner's art as to the symbolic spirit of play. I believe the secret was largely because she herself was a living symbol.

I believe this symbolic spirit to be in all normal childhood, refashioning facts by fancy, seeing much in little, being a whole bird because you spread simulating wings, feeling the whole life of every other thing which it touches only at a telling point, but touches with this creative wholeness of feeling. As the scientist from a fragmentary fin reconstructs the whole fish that was, or from a leaf the tree on which it grew, so does childhood, choosing its portion, foresee life's wholeness, not content with the unrelated fact.

Early childhood takes the fact for what it is best worth, and sets about finding not alone its qualities and attributes, but its affiliations, its tetherings, its implications, its adaptability to other purposes than those it serves to common sense. The child's ready fancy changes chair to chariot, stick to horse, prince to frog and back again, and himself to everything in turn. No hesitations mark these early forms of his democracy, and so he is never lost but to find himself again.

Miss MARTIN spoke as follows on plays and games.

The subject of plays and games in the kindergarten include the following forms of physical activity:

First. Those plays in which activity for its own sake is the chief interest. These include walking, running, jumping, hopping, skipping, clapping, etc.

Second. Representative or imitative plays in which the child reproduces some form of life going on about him. In other words, these are plays in which the movement is suggested by an idea to be expressed. This class includes the gallop of the horse and the hammering of the carpenter.

Third. The singing game and folk dance of the traditional game of the kindergarten—*Oats, peas, beans*.

Fourth. Simple games of skill. This class includes all sense games, ball games, and all games involving competition.

Fifth. The dramatic game of the kindergarten.

* I would like to make it perfectly clear in the beginning of this paper that this division of the subject does not imply that this is the order in which the different kinds of play shall be introduced, but these five groups include all of the forms of physical activity commonly used in our kindergarten plays.

There should be, however, a certain progressive development from these spontaneous movements of the little child to the form of the folk dance.

After the exercise of each of the various activities by itself, I would lead to the combination of these movements in a little dance form, for instance, walking and skipping, or skipping and hopping. This requires more physical and mental effort on the part of the child and leads him to see the possibilities of further combinations.

To illustrate: In a kindergarten I know the children had been working along this line of development and had reached this form in which we walked forward eight steps, then skipped eight steps, etc. The first variation added was that of walking eight steps, then standing still and counting eight, repeating this figure throughout the play. The next one was that of standing still and clapping, then walking forward. To quote the particular child: "We should walk in the walking eight steps, stand still in the skipping eight steps and clap, and then do it all over again." This in turn led to walking and skipping, clapping as we skipped. This latter figure was more elaborate and required a good deal of control—both physical and mental—in order to be able to change at the right time and to make the changes that had been suggested. This year in this kindergarten the triangle gave the signal for the children to change—they asked later that they might count aloud without the triangle; later still the request came that the counting stop and that no teachers help. This showed a decided growth in power and the children's consciousness of it. These simple forms of activity underlie many game forms.

These simple plays are of interest to the children for three reasons:

First. They make use of a pleasurable activity common to the group.

Second. They involve the element of contrast.

Third. They allow for much repetition of the original and contrasting movements.

Since we find these simple activities the basis of most games and folk dances, it seems wise to use them in the kindergarten before the children have gained sufficient control to follow a variety of figures or sing and play the more formal games.

In the second group of games we find the same simple forms of activity, but the movement is dominated by the idea. We walk on tiptoe because we are brownies, we take long steps because we are playing that we are giants, we take short running steps because we are fairies. The music often leads to a better movement, for instance, the piano suggests a soldier play, the beating of a drum or blowing of a horn. It suggests the sound in the distance, which becomes louder as the soldiers draw near, then dies away as the soldiers walk away.

Some of these movements may be illustrative of a song, as the rocking of a cradle, the swaying of the pendulum, the rap-a-tap-tap of the shoemaker's hammer, or the strong, steady swing of the blacksmith's hammer. All provide good arm and body exercise and are made spontaneously by the children because of their interest in these subjects and of the distinctly rhythmic character of the movement itself. Here we find the same opportunity for the development of the children's experimentation and spontaneous expression into the permanent game form.

In these plays the child should be asked to represent only those objects and activities which he would naturally represent in this way and which are near enough to his own experience so that he may give them a true representation. The majority of them are too difficult for the following reasons:

First. Little children under 6 years of age do not possess sufficient control to sing and play at the same time, their interest is in one activity at a time, and as motor activity is of greater interest at this period, the song suffers and the result is a solo by the teacher or possibly a quartette by typical kindergarten children.

Second. The figures require such careful and precise movements that the joyous spontaneity of the dance is lost. It would seem to me, therefore, that the great field of opportunity for the kindergartner lies in original work—by this I mean the development and organization of simple dance forms from the children's spontaneous response to music and to suggested ideas. Often the form of the traditional game may be retained with a change of content.

In the games of skill we include all sense games, all games with balls, ball bouncing, and rolling at a target in the middle—all of the games testing the strength of the children such as the racing games, throwing of bean bags and balls, jumping over ropes or hurdles, hiding games, etc. Here we have the opportunity to give the children more vigorous physical exercise. Many of these games demand more space in which to play than the kindergarten room affords. This means we must play more out of doors and give the children the benefit of the fresh air as well as the splendid, free physical movement which comes in their out-of-door play.

The dramatic play of the kindergarten is representative in character but has usually the dramatic quality of several situations in it, leading to a climax. In playing store we have the mothers represented as desiring food—they go to the store, buy, and return home to prepare the dinner. If we are playing about the blacksmith, we find him at work at his forge. The driver drives in to have his horse shod. The shoe is put on and the driver hurries away to his work.

In closing, I would like to urge particularly the following points:

First. That our plays and games be more simply organized.

Second. That the children have a part in this organization by means of their own expression and suggestion.

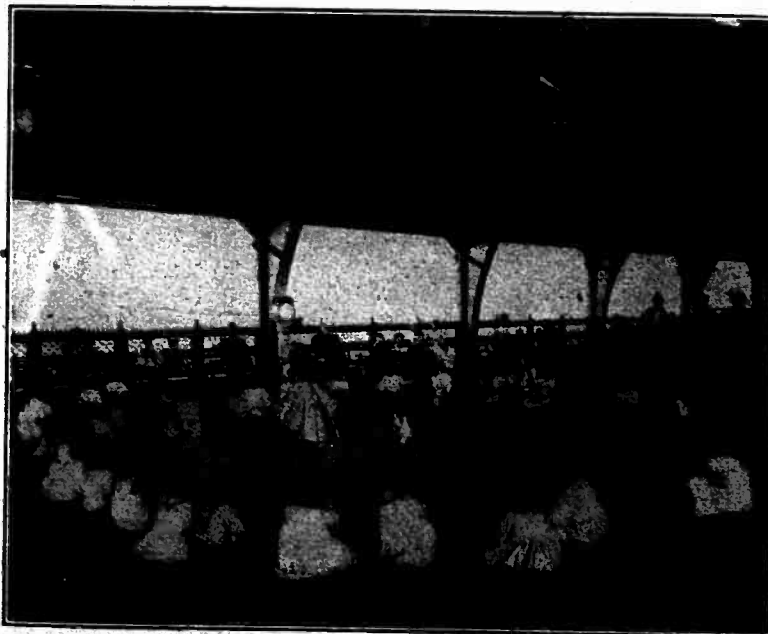
Third. That the teacher see to it that the children play more vigorous games—out of doors—in an empty room or gymnasium where there would be space for healthful, life-giving physical exercise.

Some simple apparatus would doubtless aid in this and I believe the time is coming when the right forms for young children will be devised and used more commonly than at present.



A. "LET US PLAY HOUSE."

This shows a period of play with dolls, toys, etc., not directed by a teacher, but self-directed by the children.



B. "GUESS WHAT I AM TOUCHING."

How a New York recreation pier is utilized for a kindergarten.

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